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ABSTRACT

The purpose of New Jersey's Visual and Performing Arts Standards is to improve student achievement in arts education, not arts-as-entertainment, not art-assembly projects, not art-as-activity. An education in the arts requires curricular scope and sequence and the intellectual rigor of experiential learning. The Visual and Performing Arts Standards require that all students at the elementary level experience arts education in all four arts disciplines: dance, music, theater, and visual arts. As students become selective in their preferred form of artistic expression at the middle and high school levels, they are expected to gain expertise. The intent of this Framework is to support the educational content reform in arts education that was initiated by the "New Jersey Visual and Performing Arts Core Curriculum Content Standards" and to generate higher levels of achievement for all students in arts education. Following an Introduction, the Framework is divided into the following chapters: (1) "Cognitive Skills Development in the Arts"; (2) "The Arts and Workplace Readiness Standards"; (3) "Activities Section" ("Dance"; "Music"; "Theater"; "Visual Arts"); (4) "Design: The Art of Work"; and (5) "Instructional Adaptations for Students with Diverse Needs" ("Instructional Adaptations for Students with Disabilities"; "Instructional Adaptations for Exceptionally Able Students"; "Instructional Adaptations for Students with Limited English Proficiency"). The names of contributors to the Framework are appended. Includes 2 figures and 14 tables. (Author/BT)

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New Jersey Visual and Performing Arts Curriculum Framework

New Jersey State Dept. of Education, Trenton

SO 031 632

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NEW JERSEY VISUAL AND PERFORMING ARTS CURRICULUM FRAMEWORK

A Document in Support of the Core Curriculum Content Standards in the Visual and Performing Arts

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November 1998
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NEW JERSEY
VISUAL AND PERFORMING ARTS
CURRICULUM FRAMEWORK

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Fall 1998
New Jersey State Department of Education

EWORK

Acknowledgments

The New Jersey Department of Education gratefully acknowledges the thoughtful contributions and outstanding efforts of the many educators, parents, and citizens who have worked on this Framework Project. We especially wish to note with appreciation those who served on the Task Force that developed this document (see Appendix); our partner organization, The New Jersey Performing Arts Center; and the state's professional arts associations.

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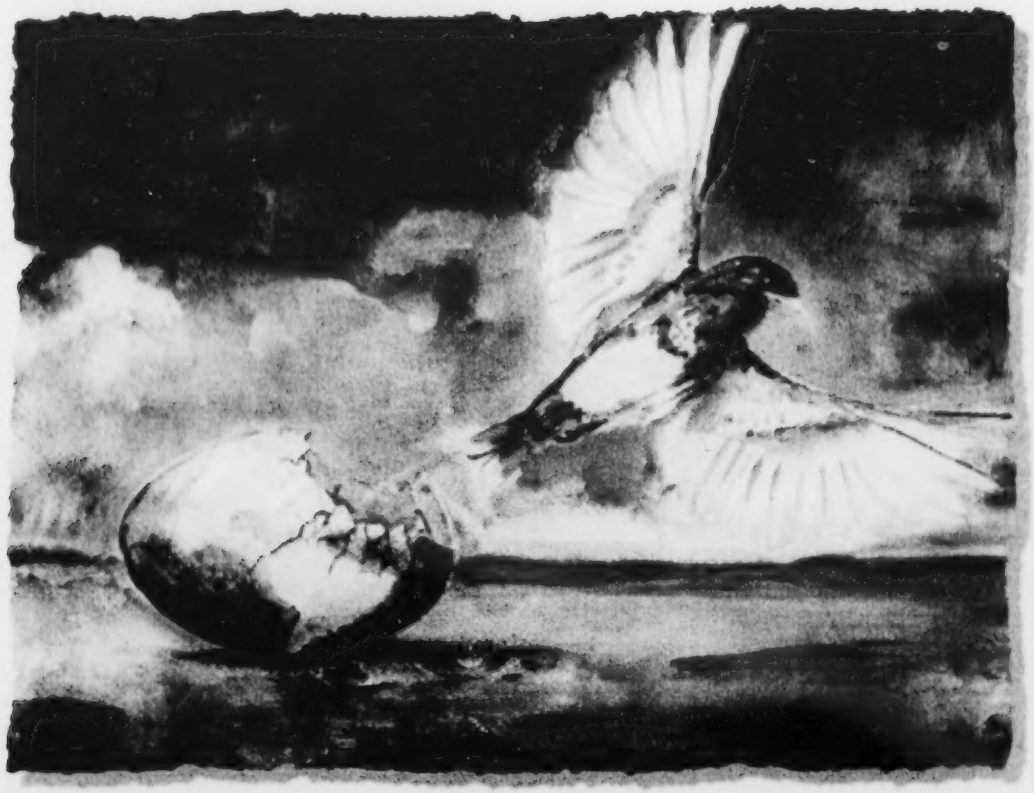
New Jersey
Visual and Performing Arts Framework



NEW JERSEY STATE DEPARTMENT OF EDUCATION - FALL 1998

FRAMEWORK

CURRICULUM

Historical Background

On May 1, 1996, the State Board of Education adopted a set of *Core Curriculum Content Standards* in seven content areas along with a set of *Cross-Content Workplace Readiness Standards* that apply to all subject areas. Since the adoption of these standards, frameworks have been developed to assist local districts in the implementation of the standards. The New Jersey State Department of Education and its corporate partner, the New Jersey Performing Arts Center, convened a task force in June 1997 composed of distinguished K-12 educators, higher education representatives, and professionals in the arts. This task force was charged with designing a *Visual and Performing Arts Curriculum Framework* for New Jersey.

The intent of this Framework is to support the educational content reform in arts education that was initiated by the *New Jersey Visual and Performing Arts Core Curriculum Content Standards* and to generate higher levels of achievement for all students in arts education.

All learning takes place through the senses, sharpened and honed through active engagement in dance, music, theater, and visual arts. Our memories are stored and accessed in the mind through our perceptions of sounds, smells, tastes, images, sounds, and kinesthetics. Thought processes in creative arts are continuously practiced: observation, divergent thinking, analysis, synthesis, and reflection. Art-making requires keen awareness, total immersion, and the thoughtful habit of framing problems and finding solutions, using appropriate media and technology. The present sensory overload from electronic media demands that students be highly perceptive and able to differentiate reality from virtual reality.

The arts are a catalyst for curriculum integration and learning. This was the fundamental premise behind New Jersey's recent adoption of the arts as one of the seven core academic subjects. Arts education provides students with opportunities to develop creative, expressive skills and enjoy active participation as doer and critical/analytical viewer. Productions of music, theater and dance require not only individual skills, but cooperative effort. A challenging arts education program provides a constructivist, experiential education—just right for the school-to-career transition.

The purpose of the Visual and Performing Arts Standards is to improve student achievement in arts *education*, not arts-as-entertainment, not art-assembly projects, not art-as-activity. An education in the arts requires curricular scope and sequence and the intellectual rigor of experiential learning. The *Visual and Performing Arts Standards* require that all students at the elementary level experience arts education in all four arts disciplines: dance, music, theater, and visual arts. As students become selective in their preferred form of artistic expression at the middle and high school levels, they are expected to *gain expertise in dance, music, theater, and/or visual arts.*

Knowing the Difference Makes the Difference

Not all art-related experiences should be considered *arts education*. Please note the differences among the following definitions.

- **Arts Education:** An integral, sequential curricular program of knowledge and skills to be acquired and applied.
- **Arts Enrichment:** Part of an educational program (e.g., a field trip to a museum or gallery, the opera or concert) related to the curriculum.
- **Arts Entertainment:** Viewing for diversion or amusement: movies, videos, television, performances, or the like.
- **Arts Exposure:** A new experience with the arts, such as a demonstration, lecture, or performance by an artist.

This Framework provides guidance for infusion of the arts, workplace readiness, and cognitive skills standards, for selected indicators, in delivery instruction. It is not intended to be a substitute for the district curriculum in the arts; the *sample activities* that are included are intended simply as ideas to help educators revamp or recreate their own activities in support of the standards. The *Framework* is designed as a toolbox to gain easy access to methods for implementation of the standards and indicators. The standards have specified the results but not the means of achieving them, affirming the importance of local district decision and discretion. Each district knows best which curriculum designs and instructional strategies are most appropriate for its students. The activities included are to be considered merely as examples and are not mandated.

The framework developers for the Visual and Performing Arts sought a format that was succinct and user friendly. Several hundred educators reviewed this document and acclaimed that these goals were met

Tools to broaden the students thinking skills are found in Chapter 1. Knowledge of cognitive styles and levels creates and enables the flexibility for each student to be provided with challenging work based on individual ability level and learning styles. Chapter 1 is intended to inform teaching and learning about cognitive development, a requirement of the Cross Content Workplace Readiness Standards. Providing each student with challenging work based on individual ability level and learning style is possible only with in-depth knowledge of cognition. To whet the appetite for additional research in metacognition, an overview of several cognitive theories are included:

- A comparison of right and left brain functions and approaches to a task;
- A description of multiple intelligences, as identified by Howard Gardner;
- A listing of instructional verbs and products categorized according to Bloom's taxonomy;
- A description of the factors and behaviors that contribute to creative thinking; and
- A description and samples of systems thinking: the ability to think through processes, practices and projects.

Educators are encouraged to investigate other theories and research on the brain, the mind, the senses, and metacognition. Several grids reflect the connections between the arts and various thinking skills, levels, and other subject areas. Blank grids are provided for district level teachers to brainstorm their own connections. Grids or tables for the teachers' use when brainstorming similar activities are included in the chapter. See the tables listed below to view these samples.

- Table 1.1 (p. 9) suggests arts projects that challenge the various intelligences described by Howard Gardner.
- Table 1.2 (p. 10) for teacher use in designing arts studio assignments
- Table 1.3 (p. 11) Bloom's taxonomy
- Table 1.4 (p. 13) suggests activities for systems thinking in the arts

For easy reference, when developing curriculum and lesson plans, the six *Arts Standards* are listed in Table 2.1 (p. 17) and Table 2.2 (p. 18) contains a "short phrase" list of the *Workplace Readiness Standards*. Suggestions for integrating the accompanying indicators in the arts curriculum are presented in Table 2.3 (p. 21); and Table 2.4 (p. 22) is a blank grid for teacher use to brainstorm related activities. The second half of Chapter 2 focuses on the use of technology in arts education, providing guidance for the implementation of the second workplace readiness standard.

The Activities Section (Chapter 3) provides instruction for the use and purpose of the suggested activities. It is important that it be understood that the activities designed to meet the standards and indicators are merely suggested and not required. Teachers may adopt, adapt or replace them with ideas of their own. Design education is highlighted to alert curriculum developers and teachers to the requirements of Standard 1.6 in all of the arts. To further assist arts educators in the implementation of design in classroom instruction, Chapter 4 explains the process of design and a number of instructional topics, thematically linked. The arts disciplines of dance, music, theater and visual arts have their own introductory statements so that they can be distributed with the individual sections to the appropriate specialists. **Some adaptations for special populations are provided in Chapter 5.** Experts in the education of the specific populations provided the input for these adaptations.

Chapter 1

RELATE THINKING SKILLS TO THE ARTS

2nd Grader, Jessee Samper is working on his printed tessellation inspired by M.D. Escher. Brunswick Acres School, Kendall Park

RELATE THINKING SKILLS TO YOUR ACTIVITIES:

A Few Theories to Work with...

BRAIN HEMISPHERES

The brain has right and left hemispheres with distinct functions:

- **Left:** Rational, logical, sequential, linear, and concrete
- **Right:** Intuitive, imagery, holistic, spatial, and abstract

Tasks should be designed to take advantage of the part of the brain that best serves the successful completion of the task. For example, the students are given the task of drawing a portrait. A portrait is an image. A *mathematical, left brain* approach provides the students with an oval dissected with lines to reflect placement of the eyes, nose, and mouth. This geometric/mathematical approach fails as soon as the subject slightly turns or tilts the head. The oval prohibits accuracy of facial lines; all faces do not fit the pattern provided.

Visual perception of the image, a *right brain approach,* requires the student to focus and concentrate on details of shape as well as linear and spatial proportions. (Note: See *spatial intelligence* defined in the "Multiple Intelligences" section that follows.) Students analyze the identifying differences in the shape of each other's mouth, eyes, and other facial features. They draw several of each feature for comparison. Next, they draw one classmate beginning with one feature, then extend outward to incorporate the other features. They follow through with the hairline and facial outline attending to proportions and placement. This method allows students to alter the tilt and turn of the head and still obtain a good likeness.

There is generally a "best" approach to completion of a task. Knowledge and incorporation of thinking skills, thinking styles, and levels of thinking enable teachers and students to achieve at higher levels of performance.

Resource: Sperry, R.W., 1974. "Lateral Specialization in the Surgically Separated Hemispheres." In F. Schmitt and F. G. Worden, eds., *The Neurosciences: Third Study Program.* Cambridge, Mass.: MIT Press.

Chapter 1

MULTIPLE INTELLIGENCES

In "Frames of Mind: The Theory of Multiple Intelligences," 1983, Howard Gardner wrote that a study of children's growth and development suggests a number of distinct intelligences (related to patterns of thinking or thinking styles).

- **Linguistic:** Sensitivity to the order and meanings of words; sounds, rhythms, inflections, and meters of words; and the function of words: to excite, convince, stimulate, convey information, or simply to please.
- **Logical-mathematical:** The ability to appreciate the actions performed upon objects (confronting, ordering/reordering) and assessment of quality relations among those actions; statements/propositions about actual or potential actions and the relationships among those statements.
- **Spatial:** The capacity to perceive the visual world accurately; to perform transformations and modifications upon one's initial perceptions; and to be able to recreate aspects of one's visual experience, even in the absence of relevant physical stimuli. Sensitivity to patterns, forms, and the whole.
- **Bodily-kinesthetic:** Use of the body as an object to express self and feelings; aspirations/use of body parts (including hands) to arrange, transform, and manipulate objects in the world.
- **Musical:** The ability to discern meaning and importance in sets of pitches rhythmically arranged and also to produce such metrically arranged pitch sequences as a means of communicating to other individuals.
- **Interpersonal:** The external aspect of a person: the ability to notice and make distinctions among other individuals—in particular, their moods, temperaments, motivations, and intentions.
- **Intrapersonal:** The internal aspects of a person: the capacity to effect discriminations among feelings, range of affects, or emotions; and to label them, enmesh them with symbolic codes, and draw upon them to understand and guide one's own behavior.

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Table 1.1

Blend Multiple Intelligences, the Arts and Interdisciplinary Connections:

INTELLIGENCES	ARTS	LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
LINGUISTIC	Describe how art elements are composed for aesthetic effect in an artwork.	Read and report on a biography of an artist and what influenced his/her work.	Write step-by-step instructions for matting a drawing.	Describe and give examples of how new building materials change the design of commercial architecture.	Describe the impact of social/political ideas on artists of the Renaissance.
LOGICAL/ MATHEMATICAL	Diagram choreography on paper.	Prepare a marketing plan for sale of tickets to a targeted audience.	Create a modular design for construction of a building complex.	Diagram the workings of a musical instrument.	Analyze your artistic product based on a teacher-provided rubric.
SPATIAL	Draw an architectural structure on-site with visual perspective.	Present orally, with demonstration, three ways to represent 3-D space, two dimensionally.	Measure and diagram your backyard or other area and design landscaping for its use.	Explain how "what you know" interferes with the visual interpretation of perspective drawing.	Create a timeline (1900 to present) citing prominent composers and the social influences on their work.
BODILY/ KINESTHETIC	Study, rehearse, and practice movement, vocal delivery, and emotional tension in acting/vocal music.	List 10 qualities of a natural object. Translate those qualities to a human personality,and create a character for a play.	In your journal, list your food intake for one week, and calculate the rate at which you burn calories through dance activities.	Identify alternative ways to condition/strengthen the body for dance.	Learn the basis for choreography of Hawaiian dance, then practice and perform a dance.
MUSICAL	Create and produce music for a variety of purposes.	Design sound effects and musical background for a play.	Study the physics involved in the design of a musical instrument.	Diagram the parts of the body affecting vocal presentation. Describe their impact on sounds.	Practice, rehearse, and perform in a choral group, band, or other musical or theater group.
INTERPERSONAL	Collaborate with a team to design a playground for an elementary school.	Facilitate a debate on the censorship of art works.	Create and implement a plan for determining the number of students using your playground during and after school.	Share your constructive ideas for improving your own and others' art performances.	Work with a partner to design and perform a choreography or musical piece for a duet.
INTRAPERSONAL	Prepare sketches of personal experiences for use in creating original art.	Maintain a journal of your artistic progress. Develop it into a resume.	Experiment with timing in dance/music/theater to change tempo, and emphasis.	List the ways in which you think. Describe how you arrive at solutions.	Mentally visualize yourself working through an idea or performance.

Table 1.2

Teachers' Grid to Develop Related Thinking Skills, Arts, and Interdisciplinary Connections:

INTELLIGENCES	ARTS	LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
LINGUISTIC					
LOGICAL/ MATHEMATICAL					
SPATIAL					
BODILY/ KINESTHETIC					
MUSICAL					
INTERPERSONAL					
INTRAPERSONAL					

Taxonomy for a Cognitive "Full Bloom"

The words we use to instruct in the arts classroom should be carefully chosen. Lesson plans and instruction should be scrutinized for the use of appropriate, instructive verbs and tasks that elevate a child's cognitive functioning. Bloom's taxonomy of thinking skills identifies some of these instructional verbs and tasks/products and places them in a five-tiered table (with recall as the lowest level and evaluation as the highest level). Since the Standards require that all students be challenged to reach their maximum potential, the higher or lower functioning students can be assigned higher or lower level task challenges using Bloom's taxonomy. The verbs and products listed by Bloom can easily be adapted to art room and studio verbal instruction and arts products and performances. The levels listed reflect the thought processes for design. "A Taxonomy of Educational Objectives" conference presentation by Benjamin S. Bloom, 1949)

Table 1.3 *Instructional Verbs and Tasks/Products Associated with the Levels of Bloom's Taxonomy*

RECALL*		APPLICATION		ANALYSIS		SYNTHESIS		EVALUATION	
Verbs	***Products***	***Verbs***	***Products***	***Verbs***	***Products***	***Verbs***	***Products***	***Verbs***	***Products***
list	label	show	photograph	summarize	questionnaire	compose	film	decide	conclusion
identify	name	apply	illustration	abstract	survey	imagine	formula	rate	judgment
locate	list	translate	diagram	classify	report	infer	invention	evaluate	panel
memorize	definition	illustrate	collection	dissect	graph/chart	hypothesize	poem	dispute	opinion
review	fact	record	map	compare	outline	invent	prediction	discuss	verdict
match	test	teach	puzzle	deduce	diagram	create	project	verify	scale
reproduce	reproduction	construct	model	order	conclusion	estimate	new game	judge	value
name	recitation	demonstrate	diary	investigate	list	produce	story	grade	recommendation
read			report	differentiate	plan	forecast	machine	choose	
recall			lesson	categorize	summary	design	media	assess	
				separate	catalog	predict		select	

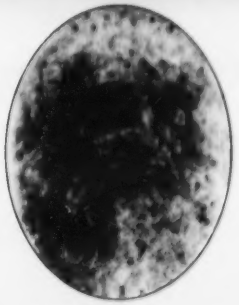
* *knowledge/comprehension*

The arts require creativity. The creative thinker tends to exhibit certain habits of mind and personality. The following page assists in the identification and nurturing of creative thinkers.

The Creative Thinker

Without creative people and creative ideas we would still be living in caves, digging up roots for breakfast; and with luck, living to the ripe old age of 25 or 30. The history of civilization is the history of creative innovation in every area.

DAVIS, 1987



LEONARDO DA VINCI

Designed the parachute after watching a jellyfish float down to its prey!

THOMAS EDISON

Averaged one new patent every week of his adult life!

E. Paul Torrance (1962) in " Guiding Creative Talent" described *student behaviors and cognitive skills identified with the creative thinker.* Entertain, require, demand, solicit, include, instruct, and expect to enhance the factors and behaviors below to generate creative thinkers.

- **Fluency** and **Flexibility:** Thinks about many things; has lots of ideas; is a divergent thinker; creates many characters; sees various viewpoints; and sees things in a humorous perspective.
- **Originality:** Is unique and intuitive; comes up with original ideas; finds clever solutions to problems; and suggests unique methods and novel innovations.
- **Elaboration:** Embellishes jokes and stories; adds detail; expands ideas; builds on; embroiders.
- **Risk Taking:** Is courageous and daring; experiments and explores possibilities; risks failure; and tries new approaches and tasks.
- **Complexity:** Organizes unrelated data; recognizes relationships; restructures; and encapsulizes visual and verbal presentations.
- **Curiosity:** Wonders; follows hunches; ponders outcomes; pursues inquiry; questions; and puzzles over people's reactions.
- **Imagination:** Fantasizes; daydreams; thinks up characters and story lines; visualizes change; and imagines images and events.

Test your own creativity by designing activities requiring these behaviors and characteristics.

Systems Thinking

As part of the workplace readiness standards and indicators, it is anticipated that students be aware of and be able to analyze, understand, improve upon, or design systems. A system is an arrangement of parts, rules, and principles designed to be unified to work as a whole–e.g., the solar system; a political system; a system of government; office systems; a method, plan, or process; a mechanized or electronic system. A system provides the quality of being organized, orderly, and efficient.

Table 1.4
Activities for Systems Thinking

Do an on-site drawing of a school or other public area. Describe the traffic flow and use of space. Does it work as intended? Why or why not?	Create and establish a system for storing and securing tools, media, instruments, etc., in the studio.	Describe the scientific basis for the functioning of a musical instrument in developmentally appropriate language.	Participate in an "Internet treasure hunt" to find a prescribed list of "treasures." What "paths" did you take?	Make a list of the ways that you think. Write down when you think. Students share their lists. Each list is the student's "thought processing system" (TPS). Students write in their journal how they will change their TPS.
A dance or theater troupe is a group of parts that work as a whole. Identify the parts and how they function for the good of the whole. Create an organizational chart using a computer.	Identify your community support system for the arts. In what ways do they provide that support?	You're environmentally and aesthetically conscious and want a safe bike path for your town as part of the transportation system. Design it. How does the legal system apply?	What language systems are used by the arts? (Hint: symbols, music notation, *LabanWriter*, etc.)	Describe the functional differences between *brain* and *mind*. How does each function in the doing of art?
Explain the statement, "The whole is greater than the sum of its parts."	Research modular designs and how they are used. Identify and prepare visual representations of modular design in nature.	Using a module as a unit of construction, create a model for a functional structure.	Do a series of drawings that describes the life cycle of a plant or an animal.	Write a "design brief:" Explain how a proposed design will improve an existing situation and the process that effects the change.

Chapter 2

THE ARTS AND WORKPLACE READINESS STANDARDS

Andy Lepo, senior, Washington Township High School, Sewell, New Jersey. Painting by Michael Budden, New Jersey Wildlife Artist.

THE ARTS AND WORKPLACE READINESS STANDARDS

The Workplace Readiness Standards adopted by the State Board of Education are designed to ready students for entrance to college and the workplace. These standards should be developmentally woven into the students' educational program. District curricula and teachers' lessons may already include some of these standards and indicators. This Arts Framework provides guidance for implementing and enhancing these goals so students are ready for the changing workplace. It is one thing to incorporate activities that simulate the workplace; it is another to have the students realize that there is a carryover and that the penalties in the workplace for such things as poor self-management includes the loss of income—not just a scolding from the vice president. The school, after all, is the students' workplace. At each level (starting from kindergarten), students can learn skills related to career and that "other world" beyond school, sometimes referred to as "the real world" (as if the students' world were not real!) Some of the subject area indicators include workplace readiness skills development.

Foundation skills today go beyond "reading, writing, and arithmetic". Art-making develops keen perception; process and systems thinking; and awareness of appropriateness of tools, technology, and skills for achieving desired results. All these skills are essential for active participation in our nation's economy. Review the workplace standards and indicators, and decide at what level certain skills development should begin and continue to evolve. Self-management (Workplace Readiness Standard #4) is probably the earliest skill needed in the arts classroom or studio. Using time productively means being on time, focusing concentration for time on task, meeting timelines, and being responsible for tools and safety. Students should be made aware of how these valued skills impact on their success and the quality of their product.

Chapter 2

THE STANDARDS AND INDICATORS

Table 2.1
The Visual and Performing Arts Standards

THE CORE CURRICULUM CONTENT STANDARDS IN THE VISUAL AND PERFORMING ARTS

Standard 1.1 All students will acquire knowledge and skills that increase ***aesthetic awareness*** in dance, music, theater, and visual arts.

Standard 1.2 All students will refine perceptual, intellectual, physical, and technical **skills through creating** dance, music, theater, and/or visual arts.

Standard 1.3 All students will **utilize arts elements and arts media to produce** artistic products and performances.

Standard 1.4 All students will demonstrate knowledge of the process of **critique**.

Standard 1.5 All students will identify the various **historical, social, and cultural influences and traditions** which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

Standard 1.6 All students will develop **design** skills for planning the form and function of space, structures, objects, sound, and events.

THE WORKPLACE READINESS STANDARDS AND ACCOMPANYING INDICATORS
(SHORT PHRASE LIST)

Table 2.2
Workplace Readiness Short Phrase List

Standard 1 **All students will develop career planning and workplace readiness skills.**

1.1 Demonstrate employability skills and work habits
1.2 Describe the importance of skills and attitudes
1.3 Identify career interests
1.4 Develop a career plan
1.5 Identify transferable skills
1.6 Select a career major
1.7 Describe the importance of academic and occupational skills
1.8 Demonstrate occupational skills
1.9 Identify job openings
1.10 Prepare a resume and complete job applications
1.11 Demonstrate a successful job interview
1.12 Demonstrate consumer and other financial skills

Standard 2 **All students will use information, technology, and other tools.**

2.1 Understand technological systems
2.2 Select appropriate tools and technology
2.3 Access and use technology
2.4 Use databases
2.5 Access communication and information systems
2.6 Access information
2.7 Use technology and other tools to solve problems
2.8 Use technology and other tools to produce products
2.9 Use technology to present designs and results of investigations
2.10 Discuss problems related to technology

THE WORKPLACE READINESS STANDARDS AND ACCOMPANYING INDICATORS (SHORT PHRASE LIST)

(continued)

Standard 3 **All students will use critical thinking, decision-making, and problem-solving skills.**

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.3 Formulate questions and hypotheses
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.6 Plan experiments
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.10 Monitor their own thinking
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 3.14 Evaluate solutions
- 3.15 Apply problem-solving skills to design projects

THE WORKPLACE READINESS STANDARDS AND ACCOMPANYING INDICATORS (SHORT PHRASE LIST)
(continued)

Standard 4 **All students will demonstrate self-management skills.**

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively
- 4.3 Evaluate own actions and accomplishments
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.6 Describe actions which demonstrate respect
- 4.7 Describe roles people play
- 4.8 Demonstrate refusal skills
- 4.9 Use time efficiently
- 4.10 Apply study skills
- 4.11 Describe how ability, effort and achievement are interrelated

Standard 5 **All students will apply safety principles.**

- 5.1 Explain injury prevention
- 5.2 Develop and evaluate an injury prevention program
- 5.3 Demonstrate safe physical movement
- 5.4 Demonstrate safe use of equipment or tools
- 5.5 Identify and demonstrate use of safety and protective devices
- 5.6 Identify common hazards
- 5.7 Identify and follow safety procedures
- 5.8 Discuss rules to promote safety and health
- 5.9 Describe and demonstrate basic first aid

Table 2.3

Suggestions for Integrating Workplace Readiness Indicators in the Arts Curriculum

WORKPLACE INDICATORS	DANCE	MUSIC	THEATER	VISUAL ARTS
Communication: interviews, sales, customer service	Use *LabanWriter*, participate in auditions, listen, direct, choreograph, perform.	Read music symbols, solo or group perform, audition and respond, listening as audience.	Practice and perform voice projection, inflection, poise, audience respect, listening, role-playing, directing.	Present and express ideas, feelings, thoughts, in advertising, nonverbal symbols, imagery, graphics, or charts.
Demonstrate financial skills	List the financial skills required for a career as a dancer (negotiating contracts, building business relationships, etc.).	Preview catalogs for music instruction software and determine where to find the best prices.	Determine the sources for financing the theater budget for the school.	Identify arts-related jobs or careers in the want ads of a city newspaper and the salary ranges for them.
Understand technological systems	Write a description of the *LabanWriter* software program.	Describe the physics involved in the working of a musical instrument.	Learn to operate the lighting and/or sound systems for the stage.	Create a landscape design using appropriate software.
Self-management	Demonstrate giving and getting constructive criticism.	State the reasons and importance of scheduling band/choral rehearsals and cite your % of attendance.	Describe what happens when the actor loses concentration and falls out of role.	Design a rubric for assessing their own use of productive time within the time constraints of an assignment.
Work in a group	Rehearse and perform in a dance troupe.	Participate in or conduct orchestra, band, chorus, ensembles.	Cast, stage manage, direct, plan lighting/sound, all functions.	Participate in group projects, set design, exhibitions, multimedia, interdisciplinary projects.
Relate ability, effort, and achievement	Maintain a journal of your ability levels related to various dance movements and what you have done to improve them.	Describe how physiology is related to singing ability and what can be done to improve the physiology.	Rate your performance after each rehearsal. Identify areas in which you improve. State why improvement occurred.	Read an artist's biography. Identify personality/other traits that helped/hindered the artist in pursuit of his/her work.
Safety	Develop guidelines for dance that enhance physical strength, stamina, and range of motion. Describe how they can prevent injury.	Inventory, store and secure musical instruments.	Design, construct and test stage setting for safety. Tell what can happen if certain safety rules aren't adhered to.	Identify, describe and be able to locate the OSHA rules and health/safety rules applicable to the use of chemicals.

Table 2.4

Teachers' Grid to Develop Activities for Integrating Workplace Indicators in Arts Curricula

WORKPLACE INDICATORS	DANCE	MUSIC	THEATER	VISUAL ARTS

TECHNOLOGY AND ARTS EDUCATION

Current technology is changing the world we work, live, and do business in. On both career and personal levels, students need to be in step with the tools of modern living. In order to provide students with the knowledge and ability to utilize today's tools, schools should assess and plan for their needs.

Technology tools available to the student should be assessed and a plan developed for the best use of what is available as well as a plan for acquiring technological tools for student success. Consider assignments that require the use of verbal, visual, and sound technologies:

- Using computers and other media to acquire, organize, analyze, and communicate—word processing, images, layouts, design, graphics, etc;
- Making informed judgments about media and its products; knowledge and use of various software and techniques;
- Creating, analyzing, and editing media products appropriate to a targeted audience with a purpose; and
- Demonstrating a working knowledge of media production and distribution.

The next few pages are intended to assist educators in the evaluation of their technological needs and opportunities within the curriculum for students' use of technology:

- A partial list of suggested technologies for use in the various art disciplines (Table 2.5, p. 24);
- A grid of suggested activities for technology use at various grade levels (Table 2.6, p. 25); and
- A grid to help teachers develop ideas for technology uses in classroom activities (Table 2.7, p. 26).

The more pervasive the use of technology, the greater the teachers' and students' ability will be to access and use it. Identify intended uses of a computer in your curriculum before purchasing hardware or software. List available technology and opportunities for student use. Make a plan to obtain and access additional technology. Table 2.5 (see below) lists potential uses for technology in the students' arts work.

***Table 2.5**

Suggested Categories of Activities for Use of Technology

DANCE	MUSIC	THEATER	VISUAL ARTS
computer-assisted instruction	sequencing/orchestration	interactive	electronic drawing/painting
dance videos	note processing	improved evaluation process	video digitizing
movement analysis	creating multi-timbres	planning set designs	optical scanning
computerized lighting design	random composition techniques	greater range of expression	image processing
interdisciplinary studies	sampling techniques	script development	design applications, CAD
multimedia applications	audio and video recording	box office management	desktop publishing
inter-arts applications	effects processing	production management	combining text and images
interactive applications	interdisciplinary activities	lighting and sound design	computer animation
dance class management	hypermedia	theater classroom management	video art
interdisciplinary studies	electronic music evolution	interdisciplinary studies	interactive art installations
music accompaniment	interdisciplinary studies	teacher preparation	mixed media
teacher preparation	teacher preparation	assessment	interdisciplinary studies
assessment	assessment		art room management
			teacher preparation

**Adapted from "Technology and Arts Education" 1993, developed by the College of Fine Arts at The University of Florida and the Florida Department of Education, courtesy of the Florida Department of Education.*

Since the technology component of workplace readiness is so important, an implementation grid is included below (Table 2.6). The more pervasive the use of technology, the greater the students' ability will be to access and use it. This list of suggested activities and opportunities can be complemented by your own ideas.

Table 2.6
Implementation Grid for Technology Standards

SKILLS TO BE LEARNED	SUGGESTED ACTIVITIES
Students in Grades 3-4 learn keyboarding skills.	Create titles for arts works, design invitations, create a greeting card, learn lettering (fonts).
Students in Grades 5-6 word-process research reports.	Write reports, prepare drafts for oral presentations on topics related to dance, music, theater, or visual arts.
Middle School students study CAD techniques and applications.	Create an interior design, product package, or landscape design.
Students in Grades 7-8 utilize the Internet and other online resources for research purposes.	Access information from museums, libraries, etc.
Middle school students utilize presentation applications.	Illustrate musical phrases and visuals for oral presentations.
Middle school students prepare an illustrated brochure/publication.	Prepare a brochure/program for a concert, play, or exhibition.
Middle school students learn and use stage lighting technician skills.	Design lighting to create mood/effects or to highlight.
High school students videotape project.	Videotape performances for assessment, events, or planned documentaries that integrate arts skills and subjects.
High school students learn and use sound technologies.	Tape-record presentations or performances related to the arts. Tape and use background music for a play or dance performance, or as a means to self-assessment.
High school students utilize computer skills for career planning.	Access Peterson's College Guides and Career Quest software to identify career majors. Explore jobs and related salaries in arts fields. Prepare resume.

Computers are undergoing rapid development. 'Keeping up' requires ongoing vigilance. Identify experts within the school and community to share information. Program time for teacher continuing education and practice once a skill is learned. Access educational videos and the Internet. Preview computer and software catalogs, attend conferences, etc. Determine how technological skills can improve your ability to complete your own tasks more efficiently. Use the blank grid below (Table 2.7) to brainstorm your own ideas for technology use in class activities.

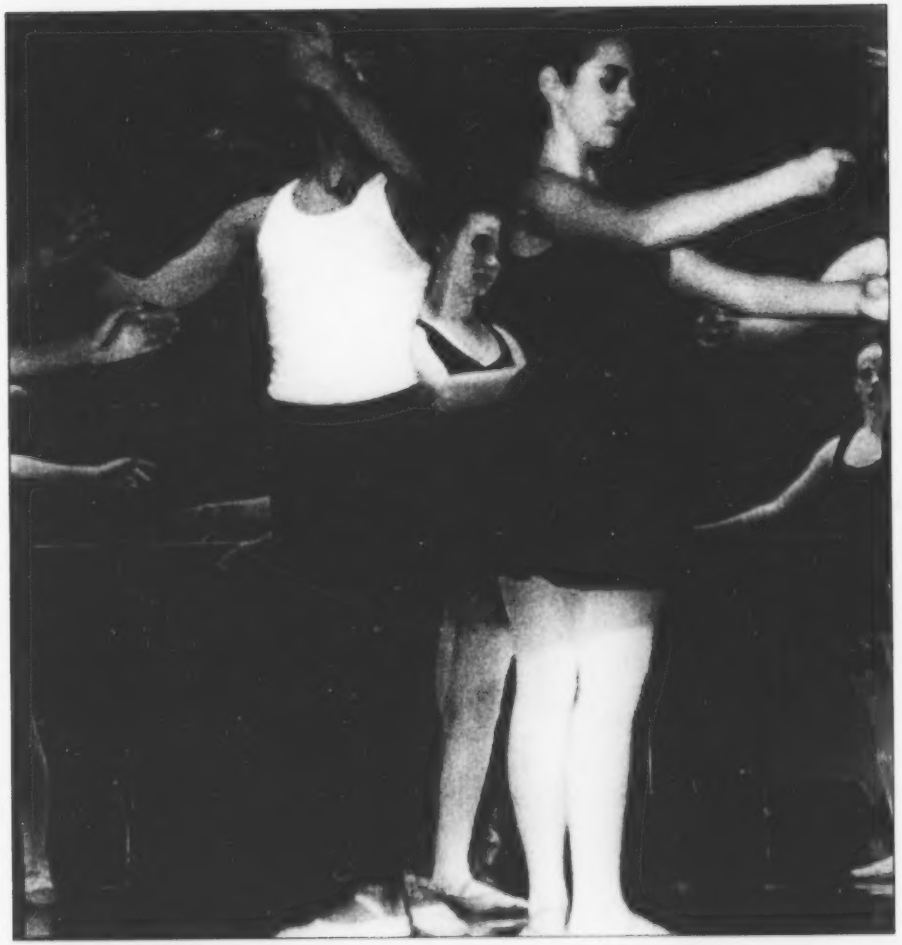
Table 2.7

Teachers' Implementation Grid to Meet Technology Standards and Indicators

SKILLS TO BE LEARNED	SUGGESTED ACTIVITIES

Chapter 3

ACTIVITIES SECTION



Gloucester County Institute of Technology

chapter 3

How to use this Activities Section

To assist educators in the alignment of their arts curricula with the standards and indicators, sample activities have been designed by teachers and artists in the arts disciplines. They are simply suggestions that you may use, modify, or improvise. While the standards and indicators should be met, schools maintain local control over how they implement them for the reason that they best know their own teachers' strengths, available resources, and facilities. These suggested activities are grouped as dance, music, theater and visual arts, from k-4, 5-8 and 9-12. ***It is not the intent of the framework to produce a scope-and-sequence curriculum.*** Scope and sequence for the sample activities are to be developed by the local school district. The objective of the framework is to provide some suggestions as starting points.

Interdisciplinary connections are essential to the students' understanding of the practical use for the knowledge and skills learned. Samples of activities that connect with different arts areas and other subjects are included in this Framework and should be included in the district curriculum.

A New Requirement in Arts Education in New Jersey: Design Education

Design is a new standards-based curricular requirement in the arts. Standard 1.6 is different from other arts standards: It is specific to the design of that which is functional—products, systems, structures, places, and events, all of which require the elements and principles of art, whether it be visual, audial, kinetic, or performance. Design is so intrinsic to our lives that it tends to be "invisible." Yet it is ubiquitous to our daily activities and our environments.

Design moves us "from the existing to the preferred." Imagine all of the adaptations made to the wheel and how civilization has been reengineered because of them. It is the cycling through of the design process that enables substantive improvements or adaptation, changing societal needs. Unlike an art object, a design is never "done." Time and circumstance change needs. Analysis, synthesis, and evaluation are at the top of Bloom's taxonomy. The pedagogical and career value of design is in the lessons learned through evaluating resources and assessing needs, identifying problems and solving them, mastering technical skills, and creating and evaluating the project and product-workplace know-how.

Design awareness is the first step in design education. What do you see? Analyze the design. What is its history? What has changed or is changing? Describe the problem and develop solutions. Evaluate solutions and synthesize for the best result. Students will be exposed to process, content and questions and should be given more challenging problems to solve as their skills grow. Concepts of design include the notion of order and clarity of form, and time and space. The contexts relating to communication and social relevance can be applied.

Sample design activities in each arts discipline are provided in this chapter to stimulate the teaching staff's creativity as they build the curriculum and develop lesson plans. Chapter 4 provides additional suggestions for design-related activities (Tables 4.1 through 4.3, pp. 146-148).

Creative movement class, Fort Dove Manor Elementary School, Franklin Township, Somerset, New Jersey. Michele Bonney, instructor.

DANCE

Dance is the expression of the intellect, emotions, and the body using energy, shapes, patterns, actions, and gestures–aesthetically. Personal creativity and imagination develop along with the mental skills of concentration, listening, and timing. Dancers are students of nonverbal communication through the art of rhythmic bodily movement. Mental endurance and the skills of concentration, listening and timing sharpen the senses. Practice, improvement, discipline, and precision enhance personal confidence. Performance in a group fosters intense cooperation and interpersonal skills.

Habits of physical skills—endurance, refined kinesthetics, flexibility, and coordination—complete the mind/body connection for gains that translate to other life and work skills. Practice in dance movements produces numerous anatomical, physiological, and health gains. Dance offers many opportunities for students to be spectators, critics, and participants.

Choreography structures the intellectual and emotional expression through design of movement. It draws on and reinforces collaborative skills for problem solving, decision making, evaluating, and goal setting. It requires mental exploration and visualization of the desired effect. Opportunities for students to create, plan, practice, and perfect their own ideas are inherent in dance education. Added to learning about grace, rhythm, and form are the joys of a partnered swirl, a lift perfectly executed, or the flow of aesthetic force.

Dance has a long history as an independent art form that records and celebrates historical, cultural, and social perspectives. Consider the social climate and historical trends that produced ballroom dancing, contemporary and modern dance, folk dance, and traditional and modern ballet. As an interdisciplinary subject, dance connects readily to other subjects such as social studies and science. While a language in its own right, dance has historical roots and meanings and has more forms than there are cultures in the world.

(Note: One of the *Comprehensive Health and Physical Education Standards* focuses on dance for social and/or recreational purposes. Where similar skill development exists in cumulative progress indicators, they are considered interdisciplinary.)

DANCE K-4: Standard 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.

ACTIVITY: DANCE TALKS

- Students observe, discuss, and mimic how people move/gesture (e.g., wave or shake hands) in everyday life to communicate messages (e.g., "hello," "stop," "come," or "go").
- Demonstrate abstracting and transforming a gesture into dance movements, with changes in rhythm, speed, energy, and space.
- Students practice several gesture transformations. They combine three transformations into one or more "dance" sentences and then perform them individually or in small groups.
- The audience (class) decides what body parts were most important to the messages: torso, face, hands, fingers, legs, etc.
- The members of the audience then state their preferences for the various performances, citing their reactions to the rhythm, speed, energy, and space and saying what they liked or didn't like and why.

WORKPLACE READINESS SKILLS:

- 4.2 Work cooperatively

THINKING SKILLS:

- observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

DANCE K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: LOCOMOTOR

- Students explore the use of four locomotor movements (skip, hop, run, walk) in relation to the use of body parts: then explore the use of body parts in leading, isolating and supporting. Then:
  - add the use of low, medium, and high levels;
  - explore pathways and shapes; and
  - create, practice, and perform a dance sequence that incorporates changes in level, direction, pathway, and shape.
- Students create a dance phrase of four locomotor movements with variations in space, time, and energy using the basic elements of dance (body, space, time, energy).
- Practice and perform the dance. Discuss effects of concentration on performance quality.

WORKPLACE READINESS SKILLS:

- 3.9 Identify patterns
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively
- 4.11 Describe how ability, effort and achievement are interrelated

THINKING SKILLS:

- decide, create, analyze

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6

DANCE K-4: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

ACTIVITY: NATURE DANCES

- Students explore various design and movement sources in nature and choose preferences with regard to line, color, shape, and rhythm (e.g., rivers, trees, leaves, butterflies). They translate these design and movement elements to dance movements and create short dances, planning the dance elements. The students practice and perform the dances individually.
- Students select a season to design a dance to include the above as well as air movements (breeze, hurricane winds); rain (drizzling, pouring, driving, etc.); snow and ice effects on movement; leaves drifting, falling, curling. Combine and synchronize students' individual dance ideas to create a group performance.

Suggestions:

- Use a selected painting that represents the particular season for inspiration.
- Use musical selections such as Verdi's "Four Seasons" or other selections representing storm, summer's day, autumn.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.15 Problem-solve for design

THINKING SKILLS:

- identify, compare/contrast, translate, assess

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music and Visual Arts) 1.2, 1.6
- Science

DANCE K-4: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: DANCE NARRATIVES

- Provide groups of students with a certain element of a dance performance to specifically focus on: story, roles, choreography, body language, postures, music, lighting, costumes, special effects, or characters. Discuss audience etiquette and the need to concentrate on the element assigned. Students view a narrative dance (or portion of a video) that is developmentally appropriate, such as the *Nutcracker.*
- Following the performance or viewing, each student in the group describes his/her observations to the class, identifying and explaining any likes and dislikes. The students may demonstrate the movements, facial expressions, body stance/posture, etc., if they choose.

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 4.2 Work cooperatively
- 4.6 Describe actions for respect
- 4.7 Describe roles people play

THINKING SKILLS:

- concentrate, analyze, recall

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy (Speaking)

DANCE K-4: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #1 & #4

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures. (#1)

Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater, and visual arts. (#4)

ACTIVITY: BIRD DANCE

- Students view the movements of birds through direct observation, video, etc.; then view how the movements are recreated in dance movement.
  - View "Ostrich" (African, Dance Black America). Students communicate their responses with supporting reasons for likes and dislikes. Expand on responses relating to dance elements.
  - View "Dying Swan" (Classical Ballet, Pavlova). Students respond verbally to bird movements in classical style, giving reasons to support their comments. Expand on comments as they relate to the elements of the dance.
  - View "Eagle Dance" (Native American, Indian Dance Theater). Students respond with supporting statements and compare/contrast it with the Ostrich and Swan presentations.
- Students select a bird they would like to be. They split into groups depending upon the dance style preferences they have viewed. By re-creating dance movements in that style, they choreograph a dance phrase.

WORKPLACE READINESS SKILLS:

- 2.2 Select appropriate tools (and technology)
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information

THINKING SKILLS:

- identify, decide, compare/contrast, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.5 and 1.3
- Language Arts Literacy

DANCE K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATORS #1 & #2

Identify and state needs and opportunities for design in the contexts of home, school, recreation, and play. (#1)

Plan and execute solutions to design problems. (#2)

ACTIVITY: STORY DANCE

- Students select a favorite story to express in dance. Discuss the characters, costumes, and props the students will need. Design the costumes to suit the characters. Create costumes from available materials. Students review the story and determine what props and sound effects/music are essential to the performance. Discuss as a group the limitations imposed by space and materials and how to overcome them.
- Students develop a plan for the choreography that will be expressive of the story, then practice and perform it.
- Students define the roles of costume designer, stage manager (including safety), choreographer, related roles, and dancers in a professional production.

WORKPLACE READINESS SKILLS:

- 1.2 Describe the importance of skills (and attitudes)
- 1.5 Identify transferable skills
- 3.1 Define problem/clarify decisions
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternatives
- 4.2 Work cooperatively
- 5.8 Discuss rules to promote safety and health

THINKING SKILLS:

- translate, illustrate, imagine, create, produce, design, decide, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy
- Others (depending on the story selection)

DANCE 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.

ACTIVITY: MASTERWORKS I

- Observe and respond to dance masterworks (live or video) such as "Waterstudy" by Doris Humphrey, "Riverdance" by Michael Flatley, or another choice. Using dance terminology, students critique the use of fundamental elements of dance and their impact on the aesthetic effect.
- Improvise, based upon one of the works seen, a short dance emphasizing movement, shape, level, energy, and/or theme, using a selected musical work. Students plan the elements to achieve a desired aesthetic effect, then practice technique and perform in groups.
- Discuss their personal responses to each group's plan, the quality of the practice sessions, and aesthetic responses to the performances.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- observe, translate, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.4, 1.6

DANCE 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATORS #2 & #3

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific response. (#2)

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. (#3)

ACTIVITY: MASTERWORKS II

- Students view masterworks representative of two or three dance genres (e.g., ballet, jazz, tap, musical theater, mime, and social/cultural). Identify the hallmark characteristics of the different genres.
- Suggested masterworks videos:
  - *La Sylphide* (Bournonville); *Revelations* (Alvin Ailey); and *Dancing* (PBS eight-part series)
- Learn, practice, and perform the techniques and hallmarks of two genres.
- Analyze the common elements and differences of these genres and their effect on aesthetic response.

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 4.2 Work cooperatively
- 4.9 Use time efficiently

THINKING SKILLS:

- evaluate, analyze, create compare/contrast, judge, identify

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.4, 1.5
- Language Arts Literacy

DANCE 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS #2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: DANCE MACHINES

- Working in small groups, students create a machine (e.g., a washing machine, lawn mower, or conveyor belt) that incorporates the use of body parts, shape, level, movement, and vocalized sound. Each group practices and performs the movements for the class. Members of the audience observe each other's performances and identify the dance elements used. The students articulate the strengths in each performance.

WORKPLACE READINESS SKILLS:

- 2.1 Understand technological systems
- 4.2 Work cooperatively
- 4.5 Provide constructive criticism

THINKING SKILLS:

- analyze, create, decide, synthesize, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.6
- Language Arts Literacy

DANCE 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS #2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: PRETZEL DANCE

- Students work with a partner. Dancer A creates a shape and freezes. Dancer B then creates a pretzel shape with Dancer A (going through negative shapes, over, under, in front/back, etc.) and also freezes.
- Dancer A carefully "oozes" out of the pretzel shape and creates a new pretzel shape with Dancer B, again through the use of the element of direction. The partners continue creating and changing shapes.
- Students create a dance phrase with a series of such movements. They select music to establish a rhythm, pace, etc.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.9 Identify patterns
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- create, decide, identify

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music

DANCE 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS #2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: MODERN DANCE COMBOS

- Students learn, practice, and perform modern dance combinations that utilize fundamental modern dance concepts:
  - spinal contractions; off-balance sustained; parallel; turnout; fall and recovery; and limb flexion.

  (Include modern dance vocabulary.)
- In groups of four, students change two of the fundamental elements in the combination (e.g., timing, pathway, level, timing, energy). They perform the movements and critique each other's work.
- Using videos, the students view/discuss the use of these fundamentals in different dance styles and genres.

WORKPLACE READINESS SKILLS:

- 2.3 Access (and use) technology
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills

THINKING SKILLS:

- concentrate, identify, reproduce, apply, demonstrate, design

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.6
- Language Arts Literacy

DANCE 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

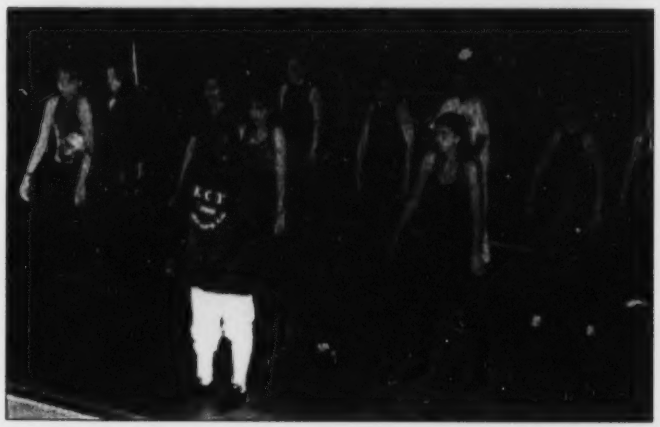
DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood are the ingredients from which works of art are made.

PROGRESS INDICATOR #2

Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

Passaic Teen Arts, Spring 1996
Clifton High School



ACTIVITY: WITH FEELING!

- Students discuss and mimic facial and bodily gestures and movements that express the gamut of a human emotion, such as fear, shyness, nervousness, untrusting, joy, or hate. They explore movement, rhythm, timing, shape, etc., that expresses the various subtleties and strengths of the emotion.
- With a partner, students create, practice, and perform a dance involving the relationship of two emotions, selecting the nuances of each to be depicted.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- identify, analyze, problem-solve, interpret

LINKS TO OTHER STANDARDS & SUBJECTS:

- Theater
- Science
- Social Studies

DANCE 5-8: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: EVALUATE

- Students describe and critique specific dance phrases (video/live/own/other students') using criteria such as:
  - feeling/emotion; look/shape; dynamics/energy; size; design: line, pattern, color, rhythm, texture, etc.; and aesthetic effects (including use of sets, costumes, etc.).
- Students evaluate all performances in some manner. They support their critiques and make positive suggestions for improvement or other interpretation. Suggested possibilities:
  - Use the computer to create a rubric to include the above criteria for future evaluation purposes; use numbered values on cards for technical/artistic evaluations at the end of a performance, similar to the judging method used for ice skating. Discuss disparities; and use a "thumbs up or down" evaluation (like the Romans did) when evaluating criteria as a class.

WORKPLACE READINESS SKILLS:

- 2.9 Use technology to present designs and results of investigations
- 3.7 Conduct systematic observations
- 3.12 Interpret data
- 4.5 Provide constructive criticism

THINKING SKILLS:

- observe, evaluate/assess/judge, dispute, judge, grade

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.1
- Mathematics

DANCE 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #5

Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences.

ACTIVITY: CONTEMPO

- Students learn the historical, social, and cultural origins of recent and contemporary dance genres indigenous to the United States (e.g., swing from the 20s and 40s, ballroom/Ginger Rogers and Fred Astaire, tap/Gregory Hines, jazz, musical theater/film, hip-hop/Savion Glover) and the artists and times that fostered them.
- Utilizing technology, the students trace the career of at least one of the representative professional dancers or choreographers.
- Students learn, practice, and perform basic modern dance utilizing basic modern dance concepts, principles, skills, and aesthetics. Suggested dancers:
  - Doris Humphrey/fall and recovery; Mary Wigman/vibratory action, swing, percussion; Martha Graham/contraction-release; Alvin Ailey; Mark Morris; Lester Horton; Paul Taylor; Merce Cunningham; and Alwin Nikolais.

WORKPLACE READINESS SKILLS:

- 1.3 Identify career interests
- 1.5 Identify transferable skills
- 2.6 Access information
- 3.2 Use models and observations
- 3.5 Use library media center
- 3.8 Organize, synthesize, and evaluate information
- 4.10 Apply study skills

THINKING SKILLS:

- identify, name, record, demonstrate, summarize, abstract, compose

LINKS TO OTHER STANDARDS & SUBJECTS:

- Social Studies (History)

DANCE 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: DANCE SET

- Students design a model to scale for an abstract stage set for a designated dance performance. Scale will be to the area in which a dance performance would take place, e.g., in the school auditorium, cafetorium, or outside location. Consider where off-stage areas will be.
- Students consider as an alternative a realistic set that is representative of the theme, time, and place.
- The class critiques the prototypes by demonstrating movement paths within the space. They consider both stability and safety.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills
- 3.2 Use models and observations
- 3.13 Select (and apply) solutions to problem solving (and decision making)
- 3.15 Apply problem-solving skills to design projects
- 5.6 Identify common hazards

THINKING SKILLS:

- match, imagine, design, select

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy

DANCE 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: DANCE EVENT

- Students design a dance program to be presented to an audience (other students, parents, community). The program may be for a specific event, an assembly, holiday, celebration, etc. Consider inclusion in a theater production or music concert, and work with other arts disciplines.
- Students then determine the target audience and available locations. They make appropriate dance and musical selections. Students prepare a one-page resume listing the skills they believe will enable them to take the roles of a director, announcer, choreographer, stage manager, public relations, costumer, etc. They share the resumes with the class, and groups form based on student interest and self-appraisal of skills. The marketing group uses a computer to generate the dance program, which they will distribute at the event. They use available technology as appropriate. The program is videotaped.
- Students learn, practice, and perform the program.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills (and work habits)
- 1.2 Describe the importance of skills (and attitudes)
- 1.10 Prepare a resume (and complete job applications)
- 2.2 Select appropriate tools (and technology)
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- identify, order, investigate, differentiate, categorize, imagine, create, design

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy

DANCE 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #4

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: MASTERWORKS III

- Students discuss the sources of inspiration for the creation of dance. They explore movement possibilities given thematic ideas taken from preselected masterworks.
- View and compare/contrast masterworks from multiple dance genres, such as the following:
  - "Firebird" (Fokine); "Green Table" (Kurt Joos); "Appalachian Spring" (Martha Graham); "Hard Nut" (Mark Morris); and "Moiseyev in Concert"
- Students select and research the socio-historical contexts of a genre and significant choreographers.
- Student(s) choreograph(s) a dance that demonstrates an evolving personal aesthetic and submit(s) a 100-word philosophical statement supporting it.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternatives
- 3.13 Select (and apply) solutions to problem solving (and decision making)

THINKING SKILLS:

- identify, evaluate, analyze, compose, create, judge

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.4, 1.5
- Language Arts Literacy
- Social Studies (History)

DANCE 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance music, theater, or visual arts.

ACTIVITY: TRAIN 4 DANCE

- Students refine skills through experiencing the following:
  - Alternative training and conditioning methodology for dance (e.g., Pilates Method, Alexander Technique, Barrtenieff Fundamentals, Laban Movement Analysis, Feldenchrist, or yoga); the use of fitness equipment to increase range of movement and motion, muscle strength, stretch and tone; and aerobic exercise.

WORKPLACE READINESS SKILLS:

- 1.5 Identify transferable skills
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.11 Identify/evaluate alternative decisions
- 4.3 Evaluate own (actions and) accomplishments
- 5.1 Explain injury prevention
- 5.3 Demonstrate safe physical movement
- 5.4 Demonstrate safe use of equipment (or tools)
- 5.6 Identify common hazards
- 5.7 Identify and follow safety procedures

THINKING SKILLS:

- identify, compare/contrast, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Health & Physical Education
- Science (Anatomy & Physiology)

DANCE 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

ACTIVITY: CONTEMPORARY

- Students participate in and demonstrate competency in the execution of contemporary concepts and intermediate-level skills including the following:
  - Extensions; dynamic alignment; off-center turning; and refined axial center awareness.
- The warm-up and combinations should reflect increasing complexity in dance technique, skill level, retention, aesthetic refinement, musicality, and design. Suggested:
  - Twyla Tharp (rhythmic complexity/fusion); Mark Morris (movement invention); Laura Dean; Meredith Monk; and Pina Bausch.

WORKPLACE READINESS SKILLS:

- 1.2 Describe the importance of skills (and attitudes)
- 4.2 Work cooperatively

THINKING SKILLS:

- recall, concentrate, demonstrate

DANCE 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: DANCE PRODUCTION

- In groups, students choreograph, practice, and perform a complete dance work utilizing choreographic elements and principles and refined technical skills. The accompaniment, theme, and style of the work should reflect students' consensus, practical experiences, and individual movement vocabularies.
- Design/create costumes, set, and lighting design.
- Create a computer-generated program. Invite and perform for parents, other students, or the community.

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 2.8 Use technology and other tools to produce products
- 3.1 Define problem/clarify decisions
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively

THINKING SKILLS:

- decide, create, produce

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Dance and Visual Arts) 1.6 Design
- Language Arts Literacy

DANCE 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: MULTIMEDIA / INTRADISCIPLINARY

- Students create, rehearse, and perform a multimedia production for a live or taped medium, utilizing the six elements of structure: mass, volume, line, plane, texture, and color.
- Students partake in the design and construction of sets, costumes, and properties necessary for production. Include the use of appropriate technologies (film, video, lighting effects, computer-generated imagery, soundscapes, etc.) to alter the more conventional materials and expand form relationships.
- Research concepts for the above from multimedia sources (MTV) artists (Pina Bausch, Ping Chong, Alwin Nikolais). Describe how various sources influenced their work.

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 2.1 Understand technological systems
- 2.7 Use technology and other tools to solve problems
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.14 Evaluate solutions

THINKING SKILLS:

- select, create, apply, translate, compose, design, assess

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6

DANCE 9-12: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

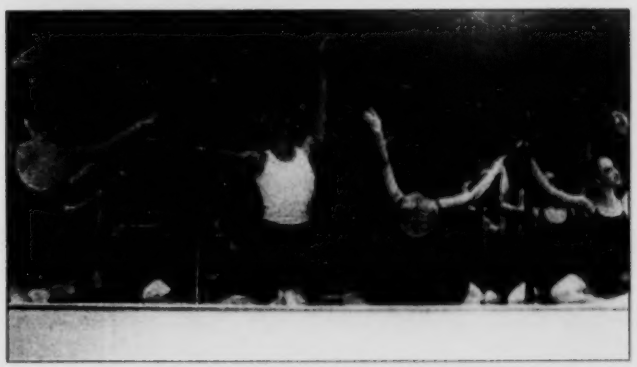
DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

Gloucester County Institute of Technology



ACTIVITY: GENRE CRITIQUE

- Students view live or taped performances (student or professional) of two genres. In oral or written discussions, students:
  - define the genre and style; and
  - discuss the historical, societal, economic, aesthetic, and political contents.
- Students appraise the level of craftsmanship and technical skill of the choreographers and performers as well as the effectiveness of the communication of the choreographic intent.
- Students discuss the effectiveness of production values, e.g., the set, costumes, music, lighting.

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- identify, comprehend, investigate, analyze, appraise

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6
- Language Arts Literacy

DANCE 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #8 & #10

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events. (#8)

Create works of art that communicate personal opinions, thoughts, and ideas. (#10)

ACTIVITY: MASTERWORKS IV

- Students view and compare/contrast, through discussion, masterworks from multiple dance genres. Suggestions include the following:
  - "Firebird" (Fokine); "Green Table" (Kurt Joos); "Appalachian Spring (Martha Graham); "Hard Nut" (Mark Morris); and "Moiseyev in Concert".
- Students select and research the socio-historical contexts of a genre and professional backgrounds of its significant choreographers using the media center and the Internet.
- Student(s) choreograph(s) a dance that demonstrates an evolving personal aesthetic and submit(s) a 100-word philosophical statement supporting it.

WORKPLACE READINESS SKILLS:

- 1.7 Describe the importance of academic (and occupational) skills
- 2.5 Access communication and information systems
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- compare/contrast, evaluate, analyze, compose, create, judge

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Language Arts Literacy
- Social Studies (History)

DANCE 9-12: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: TWO & MORE

- Students explore various movement and design elements within the choreographic process by doing one or both of the following:
  - Choreographing a duet emphasizing partnering skills (unison, weight sharing, spatial and shape design).
  - Creating an ensemble work with emphasis on manipulating groups and forms of canon/repetition/unison/accumulation of movement and space.
- Finally, students practice, perform, and critique the choreographies.

WORKPLACE READINESS SKILLS:

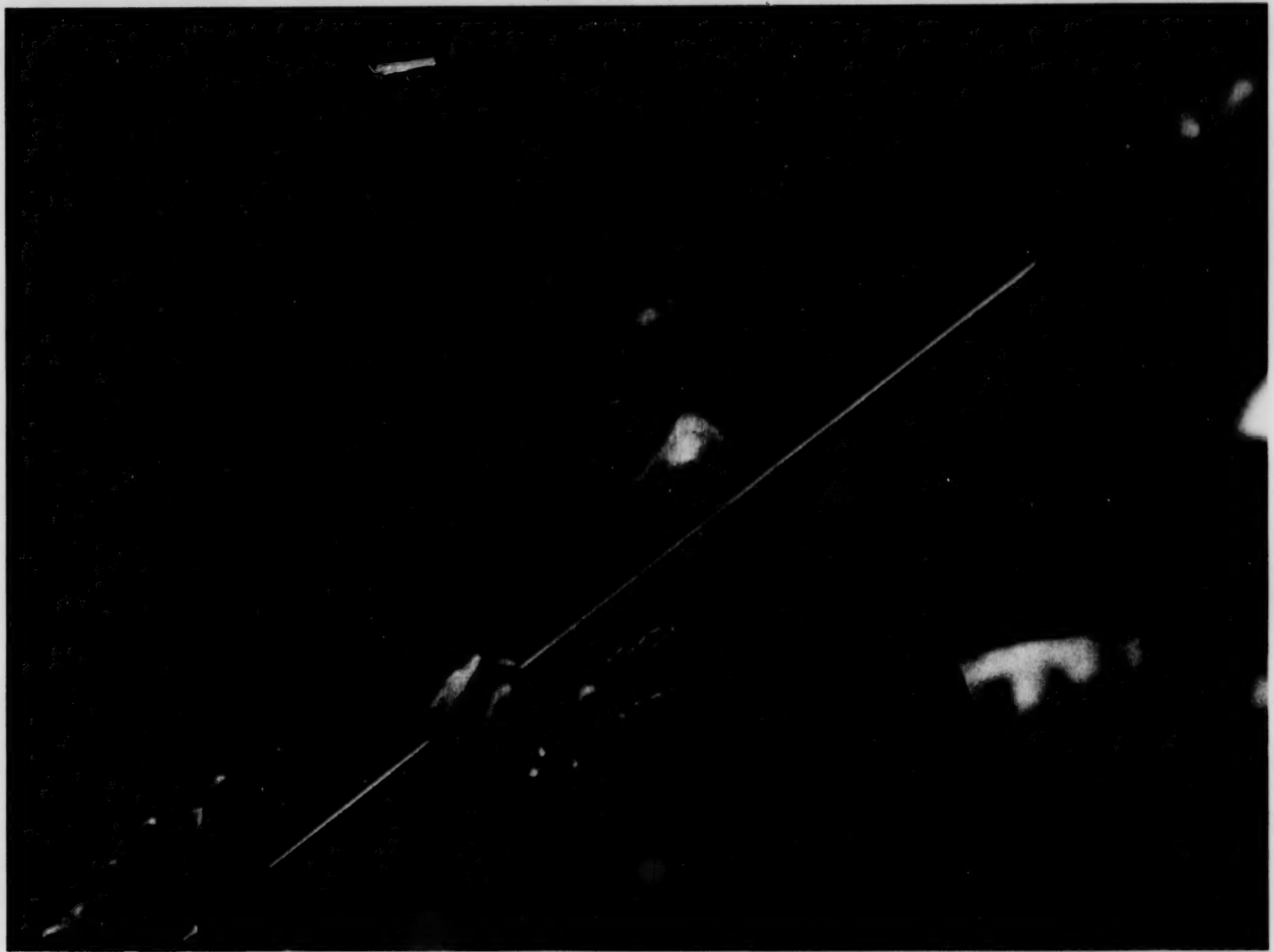
- 3.1 Define problem/clarify decisions
- 3.6 Plan experiments
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- decide, create, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.6
- Music



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MUSIC

Music exalts the human spirit. To quote Aaron Copland, "So long as the human spirit thrives on this planet, music in some living form will accompany and sustain it to give expressive meaning." To the Greeks, the word "Quadrivium" defined the essence of education. The quad included math, geometry, music, and astronomy. Popular music influences children's thinking and behavior. Through exposure to various historical, cultural, and contemporary styles of music, students learn to hear, feel, and examine the thoughts and feelings of what others have communicated through their music and songs.

The making of music is a thoughtful practice involving formal and informal knowledge. It requires the development and practice of sensory skills, the manipulation and translation of complex symbol systems, and the understanding of the component parts and of the "whole" within the composition. The continuum and practice of thoughtful synthesis, expressiveness, dynamics, movement, flow, and timing are essential to success in music and virtually all aspects of a person's life.

The production of musical sound creates awareness of the shape, size, physics, and mechanical functioning of the instruments. Personal physical involvement and development of skills in breathing, voice projection, and intonation are intimate personal activities that most people give little notice to but which are essential skills.

The ensemble, the orchestra, the band, and the chorus are opportunities for mutual effort and success. The knowledge that the group's successful performance is reliant on the practice and perfection of each individual's contribution is an asset to the family, the school, and later in the workplace.

MUSIC K-4: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: LISTEN

- With their eyes closed, students concentrate on listening to the selection "Hoedown" from Aaron Copland's Rodeo. They visualize a "movie" in their mind's eye that the music suggests.
- Students then open their eyes and immediately draw or write a description of the visualizations the music suggested to them.
- They share their drawings or writings with the class, comment on what they particularly liked, and give reasons for their preferences.

WORKPLACE READINESS SKILLS:

- 3.10 Monitor own thinking
- 3.12 Interpret data
- 4.2 Work cooperatively

THINKING SKILLS:

- musical, synthesize, create, imagine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.2, 1.4
- Visual Arts
- Language Arts Literacy (Speaking, Listening)

MUSIC K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: SOUNDS FOR MUSIC

- Students brainstorm sounds from nature, e.g., birds, rain, crunching autumn leaves, wind, animals, seashore waves, etc.
- Introduce Antonio Vivaldi's "The Four Seasons," explaining that composers often use natural sounds as a basis for their compositions. Students discuss the seasons and Vivaldi's use of specific instruments and types of instruments for natural sounds.
- Students improvise sounds that represent the seasons and perform for the class.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations

THINKING SKILLS:

- musical, know, apply, analyze, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.3, 1.4

MUSIC K-4:
STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

South Hunterdon High School, Spring 1998

ACTIVITY: UNDERSTANDING FORM

- Students sing a known song (e.g., 'Lil Liza Jane) and identify the phrase length through movement. They show understanding of phrase length by moving arms over their heads in an arch or across their bodies or walking the phrase. Discuss spacing for safety.
- Through their identification of the phrases, students recognize where to breathe. Utilizing this information, the class performs the song.

WORKPLACE READINESS SKILLS:

- 4.2 Work cooperatively
- 5.8 Discuss rules to promote safety and health

THINKING SKILLS:

- recall, apply, analyze

LINKS TO OTHER STANDARDS & SUBJECTS:

- Dance
- Mathematics

MUSIC K-4: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: RHYTHM

- Students identify and pat the beat of a song, (e.g., "Follow the Yellow Brick Road" from The Wizard of Oz). Lead students to identify and clap the rhythm of the song and relate to the lyrics. Students identify and demonstrate (through body movement) the upward and downward pitch movement of the song.
- As a class or through cooperative groups, students analyze, discuss, and evaluate the use of beat, rhythm, and pitch in the song to decide why the composer may have used each of these elements in a particular way.
- Students listen to a recording of Leroy Anderson's "Syncopated Clock" and identify/discuss the use of beat, rhythm, and pitch.

WORKPLACE READINESS SKILLS:

- 3.9 Identify patterns
- 3.12 Interpret data
- 3.14 Evaluate solutions

THINKING SKILLS:

- musical, know, comprehend, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.1, 1.3, 1.6

MUSIC K-4: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #1

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

ACTIVITY: MUSICAL DIFFERENCES

- Students listen to the music of different cultures they may be studying, e.g., Native American and Hawaiian. They identify differences in the instruments, sound, and purposes.
- This activity can be combined with Dance 1.5 to learn the different styles of movement and purposes/influences associated with the music and related art forms, such as:
  - invoking rain or good weather for crops; greeting someone; and storytelling.

WORKPLACE READINESS SKILLS:

THINKING SKILLS:

- identify, memorize/recall, reproduce, compare, differentiate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Dance
- Social Studies

MUSIC K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #2

Plan and execute solutions to design problems.

ACTIVITY: UNIVERSAL INSTRUMENTS

- Students learn about the four types of "universal instruments:" string, woodwind, brass, and percussion. They view/listen to the various sounds. (Other students perform, if possible).
- Next, students create their own instruments, selecting one of the four types. (String or percussion can be easily constructed of found materials.) The students:
  - identify available materials;
  - create ideas on paper and identify/solve any problems;
  - construct the instrument; and
  - create sound from the instrument.
- Students form ensembles or class orchestra and perform.
- Discuss related careers.

WORKPLACE READINESS SKILLS:

- 1.2 Describe the importance of skills and attitudes
- 1.5 Identify transferable skills
- 2.1 Understand technological systems
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.15 Apply problem-solving skills to design projects

THINKING SKILLS:

- label, create, translate, produce, differentiate, invent

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.2, 1.3
- Visual Arts (2-D, 3-D)

MUSIC 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhance these abilities.

PROGRESS INDICATOR #3

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

ACTIVITY: EXPRESSIVE ELEMENTS

- Students listen to an instrumental piece and then:
  - Identify and illustrate the musical elements of tone, color, melody, rhythm, harmony/texture, and form;
  - Describe how the mood or feeling was established by the composition of elements;
  - Describe the kind of dance movement the piece suggests; and,
  - If the piece were going to be used as background music in a play or film, students describe what they would imagine about the story or plot.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.10 Monitor own thinking
- 3.12 Interpret data

THINKING SKILLS:

- recall, apply, analyze, imagine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Dance, Theater

MUSIC 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #2

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level.

ACTIVITY: SCORING EXPRESSIVE ELEMENTS

- Remove all expressive markings (dynamics, phrasing, tempo, articulation, etc.) from a piece of printed music, leaving only the signature time and key signatures. The students play or sing the modified composition.
- Discuss the possible addition, notation, and interpretation of expressive markings. Once the students understand the notation and implications of expressive markings, they assign expressive elements to appropriate points in the score (a good small-group activity). Students perform the composition they notated.
- After receiving the composer's notated score, they discuss the composer's choices of expressive devices and then perform the original composition.
- Class evaluates each student-developed interpretation, comparing/contrasting it with the original printed score. The groups edit their work and perform it for the class.
  - Students edit a melody to reflect a specific style, e.g., madrigal, swing, or march.
  - They create an original composition using signs, symbols, terms, and pitch/rhythm notation. They create and perform it with expressive notation and interpretation.
  - Students use composition software to notate their own arrangement of existing scores.
  - Students discuss career possibilities open to the composer of music.

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South Hunterdon High School, Spring 1998

WORKPLACE READINESS SKILLS:

- 1.3 Identify career interests
- 1.9 Identify job openings
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 4.2 Work cooperatively
- 4.3 Evaluate own actions and accomplishments
- 4.5 Provide constructive criticism

THINKING SKILLS:

- observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

MUSIC 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #2

Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

ACTIVITY: SOUNDTRACK

- Students watch a videotape of a school-produced drama, with no music. Working in small groups, students choose appropriate music (not original) to go with the drama.
- Students discuss/resolve limitations for recording the music to correlate with the drama and then record the soundtrack.
- Students explain how the music affected the intent of the drama.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.8 Demonstrate occupational skills
- 2.1 Understand technological systems
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.8 Organize, synthesize, and evaluate information
- 3.13 Select and apply solutions to problem solving and decision making
- 4.2 Work cooperatively

THINKING SKILLS:

- musical, create, imagine, apply, evaluate, risk-taking

LINKS TO OTHER STANDARDS & SUBJECTS:

- Theater
- Visual Arts
- Language Arts Literacy
- Other (depending on the dramatic content)

MUSIC 5-8: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: REFINING CRITIQUE

- As a group, students identify and list appropriate elements used as criteria to judge live and recorded musical performances. They use the computer to design a rubric.
- Using the student-created rating sheet, the class critiques live and recorded performances of various genres. Students write a critique of two contrasting musical groups: e.g., classical music, chamber orchestra, and a rock/pop musical such as "Tommy." When critiquing each musical group, students discuss the following:
  - balance/blend; ensemble; technical precision; tone color; intonation; and stage presence.
- Critique each other's vocal and instrumental musical works based on the same rating sheet used for critiquing the professional performances. They share the criticisms.
- Students respond to the question, "Why is it important to analyze the artistic process?"

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.5 Provide constructive criticism
- 2.8 Use technology and other tools to produce products
- 3.7 Conduct systematic observation
- 4.7 Describe roles people play
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- analyze, synthesize, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

MUSIC 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #5, #6, & #7

Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences. (#5)

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts. (#6)

Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts. (#7)

ACTIVITY: MUSIC, LYRICS, AND SOCIETY

- In small groups, students choose lyrics from a current popular music song. They read and study the lyrics, then discuss how their meaning relates to the music and to society.
- Each group arrives at consensus and produces and presents an oral report on their song to the class using a music video or audio equipment. The class critiques the presentation and offers dissenting opinions regarding the lyrics' meanings.
- Consider using one video presentation without actually viewing it. Students discuss the lyrics, then view the visual portion and discuss how this may change the viewer/listener's perception of the meaning.
- Students write their own lyrics with original music they audiotape. They discuss the lyrics of the original songs as the lyrics relate to society and culture. They incorporate dance or visual arts to the original music and lyrics. The dance movement and/or art work will correspond to the music and lyrics.

WORKPLACE READINESS SKILLS:

- 2.9 Use technology to present designs (and results of investigations)
- 3.2 Use models and observations
- 3.3 Formulate (questions and) hypotheses
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 4.2 Work cooperatively
- 4.10 Apply study skills

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Long Branch High School, pit band

THINKING SKILLS:

- musical, know, comprehend, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts (Music) 1.1, 1.2, 1.3, 1.4, 1.6
- Dance
- Visual Arts
- Language Arts Literacy
- Social Studies

MUSIC 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: DANCE TALKS

- Students become music program directors for a radio station: design, plan and evaluate music and other programming for a day's worth of listening including news, commercials, etc. The students work in small groups to:
  - Select a local radio station; identify and target the listening audience;
  - Prepare a list of songs, the artist or group, album, and style;
  - Evaluate/edit/revise choices for variety in groups and styles of music;
  - Diagram or outline the daily program, including talk segments, advertisements, newscasts, public service announcements, and talk call-in shows as appropriate to the selected stations;
  - Evaluate and revise the final program outline;
  - Present the final plans to the class and perform a segment.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills (and work habits)
- 1.8 Demonstrate occupational skills
- 3.11 Identify/evaluate alternative decisions
- 3.14 Evaluate solutions
- 3.10 Monitor own thinking
- 4.5 Identify transferable skills
- 4.11 Describe how ability, effort, and achievement are interrelated

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Long Branch High School

THINKING SKILLS:

- musical, identify, decide, evaluate, logic

LINKS TO OTHER STANDARDS & SUBJECTS:

- All Music standards
- Theater
- Language Arts Literacy
- Social Studies

MUSIC 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #4

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: DISTINGUISH THE ELEMENTS

- Using recorded examples from various historical periods and musical genres, students analyze the artistic styles, trends, or movements by identifying and describing the distinguishing characteristics of the elements such as: rhythm, melody, pitch, timbre, dynamics, and structure. To assist the students, a teacher or class generated analysis sheet is prepared in advance.
- Compare/contrast similarities and differences in the elements and their aesthetic effects.
- Compare/contrast musical characteristics with the characteristics of another art form from the same or different genre or period.
- Relate musical characteristics to the major historical and/or social events of the time, as well as the society in which they were created.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data

THINKING SKILLS:

- audial concentration, identify, analyze, musical, compare/contrast, decide

LINKS TO OTHER STANDARDS & SUBJECTS:

- Other Art Forms, Social Studies

MUSIC 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

ACTIVITY: THE STUDENT CONDUCTS

- Select a composition that students are familiar with. In turn, each student conductor comes to the front of the group and conducts the ensemble using her/his own considered interpretation of such musical elements as dynamics, tempo, and phrasing. The student conductor evaluates pitch as well as rhythmic and melodic accuracy, and makes corrections and adjustments where and when appropriate. Encourage students to make considered interpretive decisions, using their teacher and classmates as possible resources, before they are scheduled to conduct. Encourage students to be flexible and experiment with other possibilities.
- Critique their interpretive choices and those of others, orally or in writing, in narrative form or through use of a cooperatively designed critique form.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 4.2 Work cooperatively
- 4.4 Describe constructive responses to criticism
- 4.10 Apply study skills

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South Hunterdon High School, Spring 1998

THINKING SKILLS:

- comprehend, translate, design, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Other Art Forms
- Social Studies

MUSIC 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: PRESENTATION PLAN

- Students develop a musical performance or multimedia presentation using original or existing music, visual arts, video, literature (poetry or narrative), and dance that revolve around a common theme or unifying concept.
- Students organize the materials across the artistic disciplines considering such elements as color, tone, color, line, form, rhythm, space, timing, tempo, mood, etc. Students combine materials to create a new work of art—a musical performance or multimedia presentation—that includes diverse areas of artistic endeavor. Related computer technology could include the development of Hypercard stacks, the use of graphic arts, desktop publishing software, and MIDI sequencing techniques.
- Encourage students to create and develop a sound "kaleidoscope" that includes environmental sounds, sounds of "found" and created instruments, as well as a broad palate of electronic and traditional vocal and instrumental sounds.
- If the activity is intended for public performance, include such extended activities as budget preparation, publicity, ticket sales, etc.

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WORKPLACE READINESS SKILLS:

- 2.2 Select appropriate tools and technology
- 2.9 Use technology to present designs and results of investigations
- 3.1 Define problem/clarify decisions
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.15 Apply problem-solving skills to design projects
- 4.1 Set short and long term goals
- 4.2 Work cooperatively

THINKING SKILLS:

- musical, synthesize, apply, imagine, logic

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

MUSIC 5-8: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

ACTIVITY: PROFESSIONAL CRITICISM

- Students read two current professional criticisms of the same artist or performance by two different critics. Students compare and contrast the criticisms. They identify personal attitudes or preferences present in these critiques.
- Students write a critique of the same artist/performance, isolating the criticism of the use of elements. In a later paragraph, students state their own attitude, opinion, and preferences related to the artist/performance.

WORKPLACE READINESS SKILLS:

- 4.3 Evaluate own actions and accomplishments
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.11 Describe how ability, effort, and achievement interrelate

THINKING SKILLS:

- Analyze, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Writing, Reading, Comprehension)

MUSIC 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #8 & #9

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events. (#8)

Analyze and evaluate how various artists and cultural resources influence student work. (#9)

ACTIVITY: MUSIC PERIODS

- The students work in groups. Each group selects a period of art (e.g., Baroque, Impressionist, or Renaissance). Students research the styles of music that are related to the works of visual art (e.g., painting, sculpture, or architecture). Next, the students identify and obtain (or record) samples of the music and obtain reproductions of the art. Students identify the implications of technology, science, and history, in the music and the visual art.
- Using *Hypercard* or other presentation software, student groups create an audiovisual presentation based on the above research project and share it with the class.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 2.8 Use technology and other tools to produce products
- 4.2 Work cooperatively

THINKING SKILLS:

- know, apply, evaluate, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts
- Arts 1.6
- Language Arts Literacy
- Social Studies (History)

MUSIC 9-12: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems in space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: DESIGN A MUSICAL PROGRAM

- Students design a musical event from beginning to end. They plan thematic or eclectic program with a multimedia presentation: a celebration of an historical or cultural event; or to honor a person. They select the music, order of the program, the performers, rehearsal schedule, location of the concert, printed program content, target market, marketing program organization, balance of lighting, sound, recording/broadcasting, stage/performance area arrangement and management, student and equipment movement and management, etc.
- Suggested Musical Events

  CHAMBER MUSIC concert with performances by duos, trios, quartets, double quartets, etc. Small ensembles provide an opportunity for students to engage in musical decision-making with the teacher in the role of coach or mentor rather than director.

  COMMUNITY HIGHLIGHT concert is a performance with an extra-musical purpose that provides a focus for planning, music selection, location, etc.

  CONTEMPORARY MUSIC may use traditional presentations such as audience/ performance in the round; multimedia presentation on the walls or ceiling; use of recorded music with live music; use of props, live dance or drama.

  VIDEO PRESENTATION may be student designed, planned, and performed and may include commercials for the program that could be aired on the school's public announcement system, radio station, or community access channel.

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WORKPLACE READINESS SKILLS:

- 2.1 Understand technological systems
- 2.2 Select appropriate tools and technology
- 2.3 Access and use technology
- 2.5 Access communication and information systems
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.1 Set short and long term goals
- 4.2 Work cooperatively
- 4.5 Provide constructive criticism
- 4.9 Use time efficiently

THINKING SKILLS:

- observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.2, 1.3
- Language Arts Literacy

Steven Lloyd and Danielle Dolan
Background: Suzanne Kriessler and Dylan Smith
Long Branch High School

THEATER

Child's play is rehearsal for "real life." The art of the play, *theater*, continues that rehearsal or preparation for adult roles. These roles are not only the ones that actors play; they include preparation for a variety of adult roles: the sound technician, the set designer, the producer, director, marketing agent, financial backers, and a cast of others. Play itself, as students' knowledge of theater expands, becomes *improvisation*, then *creative drama* and *social drama*. Rehearsal for real life is lifelong.

Children at play write their own scripts. Through study and participation in theater, they are exposed to how other children, adults, and those from other times, places, and societies have scripted their lives. They also observe the nature of adversity and how individuals overcome tragedy; the opportunities life offers or denies; and the humor in being human.

Skills very basic to many types of performances are developed through both the doing and viewing of theater such as:

- voice projection, intonation, and inflection;
- posture, poise, and body language;
- convincing and confident oral presentation;
- cooperation with a crew;
- technological potential;
- budget management;
- targeting the audience; and
- audience etiquette.

Possibly the most important knowledge students gain is how their individual performance impacts positively or negatively on the success of the group effort.

Theater works both sides of the brain. It is sequential and creative. Theater is a potential vehicle for teaching virtually all other subjects, along with incorporating all of the arts.

THEATER K-4: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.

ACTIVITY: WHAT DO YOU LIKE? WHY?

- Prior to viewing a play or video, discuss the elements of a play or movie, such as: actors, props, setting, sound and lighting effects. Explain the reasons for appropriate audience etiquette. Have selected students observe specifically one artistic element while viewing (only one element so they can still follow the story.) For example, ask certain students to determine what sound effects are used or to note the music, weather or animal sounds. Other students could attend to the stage settings or the props. While viewing, each student should think about how his/her assigned element impacts the story.
- Students report on their assigned element. They discuss their reactions to the play (Did they like it or not?), giving reasons for their response.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.12 Interpret data
- 4.2 Work cooperatively
- 4.5 Provide constructive criticism

THINKING SKILLS:

- Identify, recall, illustrate, classify, infer, decide, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3, 1.4

THEATER K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: DID YOU EVER NOTICE ABOUT MAX?

- The students act out an improvisatory prompt. In rotation, each student is given an improvisatory prompt; 'enters' and acts out the prompt (e.g., prepare breakfast, do homework, or put together a puzzle). The character is "Max."
- The other students complete a statement that begins with "Did you ever notice about Max...?" Each time a statement is made, it must refer to something that "Max" *does* (a mannerism, movement, gesture, manner of speaking, etc.).
- After three statements have been made about Max, the actor carries out the improvisatory prompt incorporating the statements made about Max. Through discussion, the rest of the class *(the audience)* evaluates whether or not these mannerisms are really reflective of Max.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.13 Select and apply solutions to problem solving and decision making
- 3.14 Evaluate solutions
- 4.5 Provide constructive criticism
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

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THEATER K-4: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

ACTIVITY: WHAT ARE YOU DOING HERE?

- Using a prompt (e.g., "What are you doing here?" or "I knew you would come back"), the students work in small groups to brainstorm how to express these simple phrases in different ways if they are angry, happy, worried, sad, or suspicious. They practice varying attitude and emphasis, e.g., "I *knew* you would come back," or "I knew *you* would come back."
- Tape-record and then play back the students' efforts. We naturally alter the pitch, rhythm, loudness, and color of our voices to communicate emotion. How we change our voice on a certain word is called inflection. An actor uses these elements to communicate how a make-believe character feels.
- Students write or tell a short story showing how one of these inflections might be used to start a "plot." They explain where the story is taking place and who the characters are. They share the stories with the class.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.9 Identify patterns
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- comprehend, analyze, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

THEATER K-4: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: PRIMARY CRITIQUE

- Usually a young student's critique starts with "I like it (or don't like it) because ..." The reasons given are personal preferences based on how the art work makes them feel. Students say what they like or don't like, but more importantly, why. Such statements are the beginning of analysis for critical appraisal.
- Students view a theater presentation, a video of their own presentation, or a video by other students. After viewing, they describe the plot or scenes, saying what they like and what they don't like- and explaining why. They list their reasons under two categories or headings: technical skill and use, and artistic presentation. As the lists grow, the students learn to name and evaluate other items under those categories for more sophisticated and positive criticism. Point out differences in what people notice. Emphasize audience etiquette as the behavioral basis for being able to critique a theater presentation.
- Students view a play, monologue, or a video and evaluate it using their growing list of criteria and their personal preferences. Sample critiques include the following:

  - "I like the red color. The red color was so bright it made me feel warm."
  - "The music was scary."
  - "The little boy was so brave, I liked him best."

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WORKPLACE READINESS SKILLS:

- 3.10 Monitor own thinking
- 4.5 Provide constructive criticism
- 4.6 Describe actions which demonstrate respect
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- analyze, express feelings, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking)

"H.M.S. Pinafore"
Conerly Road Elementary School,
Franklin Township, Somerset, NJ

THEATER K-4: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #1

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

ACTIVITY: DIFFERENT FACES AND PLACES

- Provide an historical/cultural background to the use of masks in a society, e.g., Eskimo, Indian, or African. Describe why and how masks were used in the ways and rituals of those who created them.
- Students design and construct masks and then create a skit in which they wear and use their masks in the same way as the native people did.
- Obtain an English translation of a fairy tale or children's story from the World Language teacher in the non-native language the children are learning. Students create and perform a skit based on the fairy tale or story, using some of the words or phrases from the non-native language.

Note: The World Language teacher can assist with the pronunciation of non-native words.

- Students videotape or audiotape and view/listen to the taped performance. Consider cultural background music.

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Suzanne Kriessler,
Long Branch High School

WORKPLACE READINESS SKILLS:

- 3.13 Select and apply solutions to problem solving and decision making
- 4.2 Work cooperatively
- 4.7 Describe roles people play
- 4.10 Apply study skills
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 2.7 Use technology and other tools to solve problems
- 2.9 Use technology to present designs and results of investigations

THINKING SKILLS:

- know, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts
- Language Arts Literacy: (Speaking, Listening, Reading)
- World Languages

THEATER K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATORS #1 & #2

Identify and state needs and opportunities for design in the contexts of home, school, recreation, and play. (#1)

Plan and execute solutions to design problems. (#2)

ACTIVITY: SPACE AND HOW WE USE IT

- Students learn the basic design of the theater by visiting the school theater or auditorium. (If there is no school theater or auditorium, show visuals, diagrams, and/or photos of the various aspects of the theater.) Elicit discussion of the functions each of the following serves:
  - the lobby; the "house" or auditorium; the stage house; the trap room; the orchestra pit; the curtain; and lighting, etc.
- Using what they have learned, the students brainstorm how their classroom can be redesigned for classroom performances based on the functions the theater serves. Topics may include use of space, furniture, seating, etc. Students then execute the plausible and safe solutions.

WORKPLACE READINESS SKILLS:

- 2.10 Discuss problems related to technology
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.11 Identify/evaluate alternative decisions
- 5.3 Demonstrate safe physical movement

THINKING SKILLS:

- observe, know, apply, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts

THEATER 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATORS #2 & #3

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response. (#2)

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. (#3)

ACTIVITY: ANALYZING THE AESTHETIC ELEMENTS

- Orally or in writing, the students analyze the aspects of a play. They describe the following elements and evaluate their level of importance to the success of the play:
  - theme/plot; characters/setting; structure/form; movement/pace; conflict/resolution; and interpretation.
- Students do a Siskel and Ebert review of the play or write a review for the "arts and entertainment" section of a newspaper.
- Create a "telephone" monologue telling a friend about the play.
- Students write a synopsis of several reviews in which they state their agreement/disagreement with the issues.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.5 Identify transferable skills
- 1.8 Demonstrate occupational skills

THINKING SKILLS:

- analyze, compare/contrast, evaluate, summarize

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing, Reading)

THEATER 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #3

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.

ACTIVITY: CREATE A CHARACTER

- Students select an object from a collection of natural objects (e.g., a smelly old onion, a sharply pointed chestnut casing, Queen Anne's Lace, a rose, or a seashell). They prepare a list of adjectives describing their object's qualities. Imagine that these adjectives described a person. What would their personality be like? What would be their age and gender? How would they dress, walk, and talk? What do they do?

  Students draw the character.
- Imagine their character was telling them about a significant event in their life. Students write down the conversation of what the character might tell them.
- Students become their character and have a dialogue with another student using voice characterization. Students tell each other their significant event stories (taking a minute each). The partners provide positive criticism to each other.
- Each student then performs his/her significant story as a monologue before the entire class. Afterward, the class assesses how the monologue relates to the written piece.

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Gloucester County Institute of Technology
An historical theatrical production

WORKPLACE READINESS SKILLS:

- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism

THINKING SKILLS:

- knowledge, comprehension, transfer, decide, apply, evaluate, creative

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing)
- Social Studies (Psychology)

THEATER 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #2

Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

ACTIVITY: CLAP IT

- Students memorize and use CLAP IT! Brainstorming, students select an act from a play for which they will design a stage set using the **C-L-A-P** method:
  - **C**ollect information
  - Look at your **L**imitations
  - Consider your **A**udience
  - Develop a **P**lan
- Students **collect information** about what items must be on stage (i.e., items mentioned in the text or discovered through researching the historical period).
- Brainstorm what their **limitations** are: size of space, time deadline, budget, materials, etc.
- Determine what they want the **audience** to know about the play through the set design.
- Singly or in small groups, students **plan** a set design for the chosen act.

WORKPLACE READINESS SKILLS:

- 3.4 Identify and access resources
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data
- 3.15 Apply problem-solving skills to design problems
- 4.2 Work cooperatively

THINKING SKILLS:

- comprehension, application, analysis, synthesis, evaluation

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts, Mathematics

THEATER 5-8: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps student to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: INTERMEDIATE CRITIQUE

- Students offer *useful* criticism in both written and oral form of their own work, the work of other students, and works of theater with which they come in contact. To produce useful criticism that has value to the listener, students do the following:
- Avoid value based upon familiarity and leave personal preference behind. Define the playwright's intent.
- Evaluate the use of theater elements in support of the intent, what worked, and what did not.
- Recommend changes that will lead to improvement (*constructive criticism*).
- Students enter their style preferences in a journal, poem, essay, etc., to assist in development of a personal style.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.11 Identify/evaluate alternative decisions
- 4.3 Evaluate own actions and accomplishments

THINKING SKILLS:

- observe, analyze, evaluate, decide

LINKS TO OTHER STANDARDS & SUBJECTS:

- An analysis/criticism of a theater piece may involve any subject area and any of the arts disciplines depending on the presentation.

THEATER 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #5, #6, & #7

Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences. (#5)

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts. (#6)

Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts. (#7)

ACTIVITY: PLAY FROM THE INSIDE-OUT

- Students choose a significant speech dealing with an important social or historical event. If possible, they view a film/movie of the speech presentation and/or the speaker.
- Research the historical period through media centers, libraries, cultural/historical museums, other community resources, or the Internet. Then select props appropriate to the historical period, including photos, painting reproductions, and political cartoons.
- Students memorize their speech and perform it as a monologue (acting the role of the speaker).
- Students produce a video on a selected socially or historically important speaker/speech. Working in groups, they develop the script. To create background to enhance the video, they research and compile a "catalog" of photo reprints, pictures, and newspaper articles of the area, the era, and its fashion; props; and music. Advise them to identify and give credit to the artists whose works are used.

WORKPLACE READINESS SKILLS:

- 2.1 Understand technological systems
- 2.7 Use technology and other tools to solve problems
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.13 Select and apply solutions to problem solving and decision making

THINKING SKILLS:

- comprehend, apply, analyze, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts, Language Arts Literacy, Social Studies (History)

THEATER 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #3

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: RADIO STATION

- Students work in small groups to create a 30-minute radio program on tape. They combine musical selections, public service announcements, and commercials with the connecting narrative. They consider air time (time of day) and target audience. After familiarizing themselves with this activity, students create a workspace in the school conducive to successful achievement.
- At this stage of their development, students need to emulate work skills and habits that will be necessary in the workplace.

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 2.1 Understand technological systems
- 2.8 Use technology and other tools to produce products
- 3.5 Use library media center

THINKING SKILLS:

- apply, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Language Arts Literacy
- Social Studies

THEATER 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #4

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: AESTHETICALLY DIFFERENT

- Identify and compare two plays, or two versions of the same play, e.g. compare a Greek play to Shakespeare or a 21st century piece, or Shakespeare's "Romeo and Juliet" with West Side Story." Alternately, students identify two versions of the same play that exhibit differing philosophies.
- Analyze and compare the two plays viewed as to speech, pace, settings, time, use of color, shape/form lighting, sound effects, costumes, mood, etc.
- Students categorize these observations into similarities and differences. After drawing conclusions, the students present their analysis orally or in writing.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data

THINKING SKILLS:

- know, comprehend, compare/contrast, analyze, evaluate, conclude

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music (Sound)
- Visual Arts
- Language Arts Literacy (Speaking)

THEATER 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

ACTIVITY: READING VISUAL PROMPTS

- Students do background research on a well-known, contemporary, prominent person through biographies, newspaper articles, television clips, etc. They study the person's:
  - **Body:** Posture, movement, rhythms, pace, gestures, poise;
  - **Face:** Expression, use of facial features/gestures, tilt of head, etc.; and
  - **Voice:** Pitch, dynamics, pace (the music of the voice as well as the words).
- Each student writes a synopsis of the elements an actor would use to characterize the celebrity and then writes a brief monologue appropriate to that individual, using quotes from him or her (if possible). Students rehearse with partners in actor/coach roles.
- Each student performs his/her monologue for the class, using as many props as possible that identify with the character. (If appropriate, a student may pair with a compatible character for a dialogue.) The class attempts to identify each prominent individual.

WORKPLACE READINESS SKILLS:

- 2.5 Access communication and information systems
- 2.6 Access information
- 3.1 Define problem/ clarify decisions
- 3.4 Identify and access resources
- 4.2 Work cooperatively

THINKING SKILLS:

- identify, memorize, recall, create, demonstrate, compose

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing, Reading)
- Social Studies (Psychology)

THEATER 9-12: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

ACTIVITY: THE PRODUCTION

- Working in teams of five or six, students write a scene that subtly utilizes issues in a current news event. First, they determine the time, place, etc., for their scene and utilize appropriate tools, arts elements, and media to give force to the scene. Students use technological tools such as the computer to draft the script or to design lighting, music, sound effects, visual effects, costumes, props, etc.
- Each group will design and publish their own "organizational chart" and "program" outlining their individual (or multiple) role(s) within the group: director, actor(s), technicians, etc.
- As each group performs, the rest of the class (the audience) evaluates the production. Using predetermined criteria regarding content and technical and artistic efforts, the audience also rates each participant's contribution and makes positive recommendations for improvement.
- Students rate and record in their resume, in order of importance, the transferability of the skills applicable to future work requirements in their selected fields of interest. They write an appraisal of the efforts of their group: how they allocated and used their time and talents.

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Theatrical production at Gloucester County Institute of Technology

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.3 Identify career interests
- 1.10 Prepare a resume and complete job applications
- 2.1 Understand technological systems
- 2.8 Use technology and other tools to produce products
- 3.1 Define problem/clarify decisions
- 3.14 Evaluate solutions
- 4.2 Work cooperatively
- 5.4 Demonstrate safe use of equipment or tools

THINKING SKILLS:

- flexibility, elaborate, imagine, problem-solve, opine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Visual Arts
- Language Arts Literacy (Speaking, Writing, Reading)
- Social Studies
- Others (depending on the topic selected)

THEATER 9-12:
STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

ACTIVITY: ADVANCED CRITIQUE

- Students summarize, compare, and contrast at least two theater works from either two different artistic styles/genres or two different social or historical eras. They include commentary on how they would change an aspect of the theatrical works.
- The students brainstorm examples of how they will transfer this process of critique to the workplace in various careers. The ability to evaluate the work of others and to objectively assess one's own ideas is important to later success in the workplace. All places of business strive to do better or they will fail in the marketplace. Theater organizations are no different. Those who can improve upon the operations of the business and their part in it become valued employees.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.2 Describe the importance of skills and attitudes
- 1.5 Identify transferable skills
- 1.7 Describe the importance of academic and occupational skills
- 1.8 Demonstrate occupational skills
- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.5 Provide constructive criticism

THINKING SKILLS:

- Comprehension, application, analysis, synthesis, evaluation

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy

THEATER 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATORS #8, #9, & #10

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events. (#8)

Analyze and evaluate how various artists and cultural resources influence student work. (#9)

Create works of art that communicate personal opinions, thoughts, and ideas. (#10)

ACTIVITY: UNIVERSAL THEMES

- Identify an artist or a theatrical work that connects with a political, social, cultural, or historical event/issue. Examples include the following: scientific discoveries or inventions and their social impact; the women's movement; and two people of diverse cultures meeting. Analyze and state the artist's or work's viewpoint regarding the event/issue and then present their analysis orally or in written form.
- Using a word-processing system, students write a scene that communicates their personal opinion or ideas concerning an event/issue that they feel strongly about. These opinions may be subtly or strongly expressed in the scene. Instruct the students to number the lines and pages for easier referencing. Remind them that a first draft is seldom accepted and rewrites may be necessary.
- Write a brief statement concerning how another playwright, research, critique of your work may have influenced the way the scene was written.
- Students perform their edited version of the scene for the class.

WORKPLACE READINESS SKILLS:

- 2.8 Use technology and other tools to produce products
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.11 Identify/evaluate alternative decisions
- 4.2 Work cooperatively
- 4.4 Describe constructive responses to criticism

THINKING SKILLS:

- identify, decide, evaluate, analyze, create, express, risk-taking

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking, Writing, Reading)
- Social Studies (History)

THEATER 9-12
STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: TOTAL DESIGN

- Students choose a play production currently done at a chosen grade level.
- They identify all the design tasks associated with this production (e.g., playbill, sets, costumes, and lights). They create and submit resumes to apply for design functions such as the following:

  - Director
  - Designers
  - Crew
  - Public Relations
  - Dressers
  - Managers
  - Makeup
  - Performers

- Several experienced theater students review the computer-generated resumes/portfolios and "hire" for these functions and audition for roles. All students will be given a role based on abilities specified in the resume and experience.
- Members of this company work cooperatively to produce the play. They observe all safety precautions.

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Gloucester County Institute of Technology
An historical theatrical production

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.7 Describe the importance of academic and occupational skills
- 2.2 Select appropriate tools and technology
- 2.3 Access and use technology
- 2.7 Use technology and other tools to solve problems
- 2.9 Use technology to present designs and results of investigations
- 3.1 Define problem/clarify decisions
- 4.1 Set short and long term goals
- 4.2 Work cooperatively
- 4.7 Describe roles people play
- 4.9 Use time efficiently
- 5.1-5.9 All safety standards: prevention, movement, equipment, devices, hazards procedures, rules, first aid

THINKING SKILLS:

- comprehend, analyze, apply, synthesize

LINKS TO OTHER STANDARDS & SUBJECTS:

- Visual Arts
- Mathematics
- Science
- Technology

HOW DOES AN ARTIST WORK?

ARTISTS OFTEN BEGIN A WORK WITHOUT KNOWING HOW IT WILL END. THEIR IDEAS DEVELOP AS THEY WORK. SOMETIMES A CHANCE ENCOUNTER WITH STONES OR DRIFTWOOD ON A BEACH OR A CLOUD FORMATION MAY GIVE THE ARTIST AN IDEA FOR A NEW WORK. THE RANDOM SCRIBBLED LINES ON A PIECE OF PAPER DEVELOP INTO A DRAWING. ART IS AN IMPORTANT PART OF OUR TOTAL EDUCATION!

Newton State School, Newark, NJ
Keason Johnson

VISUAL ARTS

Vision and Visionaries wanted! There has been a major shift in the world from a preponderance of print to visual communication: television, web sites, video, teleconferencing, etc. The American public that used to see an occasional movie at the local theater has nightly television viewing in the home. Whole industries have grown up with the shift to more visual communication. We came into this world as visual thinkers—thinking in pictures or images. Our dreams are just another mode of visual thinking. Visualization is our primary means for processing thought. Electronic visual processing has the capability of creating what is called "virtual reality," which must be distinguished from the real. This is an increasingly visually oriented world calling for a workforce of visually educated, dimensional thinkers in nonart as well as art careers. Businesses rely heavily on visual communication: logos, advertising, packaging, product design, etc. Visual cognitive myopia is no longer an option. There is a necessary focus on the students' use of metacognition and the higher-order thinking skills to know, understand, and use their full brain/mind potential. Performance in any area of life is strengthened through visual acuity and visualization techniques. Visual practice is used in business the same as Olympic athletes use it to improve performance.

Accept the technological challenge! There are few tasks that are not done by some form of technology. We can prepare the students for personal living and the workplace of today only by relying on technology to access the enormous amount of information available and accessible—*if we know how*. We can only envision the workplace 10, 20, 30 years from now. The transmittal of knowledge is no longer an adequate education. Students must learn to use and understand technology in a variety of personal and professional situations. Visual arts educators must provide exposure to technology and its possibilities. Changing technology has historically imprinted the visual arts as new materials and techniques become possible—new media, new tools, new architectural designs (from thatched roofs and primitive brick-making to molded steel and glass structures).

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VISUAL ARTS
(continued)

'See' what we mean. Learning cannot take place in a vacuum. Students need to "see" that art is pervasive in the lives of everyone. There is a new requirement in arts education for children: learning about design and how it impacts our lives. New products can be invented; and old items and processes (including our cities and towns) improved functionally or aesthetically. Interdisciplinary experiences in the arts provide linkages to learning in context. Incorporating linkages into the students' fine art and design experiences will enable students to understand why art is practiced in any era, in any place on the globe and what thought processes, ideas, philosophies, and messages it sends. For more help on the design standard, see Chapter 4, which follows the visual arts activities. While mentioned last, it is probably foremost in importance that students learn to express themselves in as many ways as possible—to learn what they think, see who they are, and envision what they would like to be.

Chancellor Avenue Annex, Newark Public Schools, Newark, NJ
Amir Saunders

VISUAL ARTS K-4: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.

ACTIVITY: ART SUPERLATIVES

- Display a variety of works of art. Consider that art can be beautiful, expressive, functional, etc.
- Working in small groups, students discuss each artwork, comparing it to the criteria listed below. Provide each group with a set of "awards ribbons" labeled as follows:
  - Most Beautiful;
  - Most Useful;
  - Most Realistic;
  - Most Original;
  - Most Expressive;
  - Best Composition;
  - Took the Longest to Make; and
  - Imitates Nature.
- Each group decides which artwork gets which award. Each group member is responsible for taping the appropriate award next to an artwork and giving a supporting reason for that award. Disparity in choices can be further evaluated but need not be resolved.

Permission to use the above activity granted by Professors Eldon Katter and Mary Erickson, Kutztown University, Kutztown, PA.

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Montclair State University
Spring 1998

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.3 Formulate questions and hypotheses
- 3.8 Organize, synthesize, and evaluate information
- 3.10 Monitor own thinking
- 3.14 Evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- analyze, decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking)

By permission of
Eldon Katter/Mary Erickson, professors
Kutztown University, Kutztown, PA

VISUAL ARTS K-4: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #1

Demonstrate performance and participation skills by working and creating individually and with others.

ACTIVITY: A DAY AT THE BEACH

- Students listen to selections of Impressionist music (e.g., Debussy, Holst, Grite, Grieg) and observe works of Impressionist artists (e.g., Van Gogh or Monet).
- Demonstrate dexterity and rhythm through a variety of movements and brush strokes with a large brush. Allow student practice time. Then, on a large sheet of paper the size of a beach towel, students paint in the colors and movements the music suggests to them. Students may fringe the edge of the paper to create a "beach towel" effect.
- Distribute a second large sheet of paper, which students will use to create a cutout of a human figure. Working in pairs, students trace their own bodies on this paper as if lying on a beach towel. Students first observe details of shape, clothing, facial features, hair shape, etc., then execute with colored media. (Suggested motivator: read aloud the book Tar Beach by Faith Ringgold.) Allow creativity of added items, e.g., jewelry, a pair of flip-flops on the towel, a bottle of sun block, or beach ball.
- Students work with the teacher to plan and arrange an exhibition of the class's results. (This activity may be combined with the "Go Fish" visual arts activity suggested for Standard 1.3.) Invite students to bring in items to add to the exhibition, such as beach umbrellas or a real beach ball.

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Montclair State University, Spring 1998

WORKPLACE READINESS SKILLS:

- 1.8 Demonstrate occupational skills
- 4.2 Work cooperatively

THINKING SKILLS:

- translate, apply, create, plan, synthesize

LINKS TO OTHER STANDARDS & SUBJECTS:

- Music
- Language Arts Literacy
- Science (physical proportions)

VISUAL ARTS K-4: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Apply elements and media common to the arts to produce a work of art.

ACTIVITY: GO FISH!

- Students select the type of fish they want to create and its size: large, medium, or small. They create the outline on paper by drawing it by hand or using computer software. This activity may be tied to a science lesson.
- They design the fish using hot, warm, cool, or cold color combinations and lines, patterns, and shapes. Media preferences might be iridescent, glow colors, or wax resist. Students discuss reasons for their choices. See the work of Paul Klee.
- The class, using the elements of composition, designs an underwater environment (including schools of fish, shells, etc.) Combine with the exhibition of the Standard 1.2 visual arts activity entitled "A Day at the Beach."
- Using a computer, students create an invitation announcing the exhibition to send to guests. Decide who should receive the invitations. Host an "Opening".

WORKPLACE READINESS SKILLS:

- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.2 Work cooperatively
- 4.10 Apply study skills

THINKING SKILLS:

- observe, decide, research

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science, Language Arts Literacy

VISUAL ARTS K-4: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #1

Explain the criteria by which they evaluate the quality of their work and the work of others.

ACTIVITY: CREATE A GALLERY

- Each student chooses a work from a selection of reproductions/photos or student artwork of various media. The students categorize the works as landscape, seascape, portrait, abstraction, etc., and arrange them in their classroom "gallery."
- The class holds an auction. Using play money, the students bid and "purchase" one of the artworks. Following the auction, the students discuss why they liked their particular purchase and how much they "paid."
- Students explore the various career functions of selecting, collecting, exhibiting, and being a gallery owner, docent, etc.

WORKPLACE READINESS SKILLS:

- 1.12 Demonstrate consumer and other financial skills
- 3.8 Organize, synthesize, and evaluate information
- 3.9 Identify patterns
- 3.10 Monitor own thinking
- 3.12 Interpret data
- 4.4 Describe constructive responses to criticism
- 4.5 Provide constructive criticism
- 4.11 Describe how ability, effort, and achievement are interrelated

THINKING SKILLS:

- analyze, decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (Speaking)
- Mathematics

VISUAL ARTS K-4: STANDARD 1.5

Students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages,and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR

#1 & #4

Investigate, experience, and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures. (#1)

Use their senses, imagination, and memory to express ideas and feelings in dance, music, theater, and visual arts. (#4)

ACTIVITY: MASKS AND PUPPETS

- Students investigate the influences in the life of the Eskimo: cold weather, snow, scarcity of vegetation, reliance on animals for food/warmth, limited resources, respect for the environment. They also view photos, etc., of the daily life of Eskimos (also referred to as the Innuit).
- Display reproductions of Eskimo masks that have movable parts. Discuss why/how they were made and the nature (and scarcity) of the materials available for their artistic efforts.
- Students brainstorm ideas for 3-minute puppet shows based on Eskimo life. They create cardboard-and-stick puppets of Eskimo families with movable appendages. Discuss with them the materials they have to work with. Brainstorm ideas on how to replicate the faces, parkas, mukluks, and other features (e.g., using copy machines, enlargers, tracings, drawings, or collage).
- Create and perform 3-minute skits. Support the skits with Eskimo music.

WORKPLACE READINESS SKILLS:

- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.2 Work cooperatively

THINKING SKILLS:

- know, apply, create, decide

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy
- Science
- Social Studies (geography)

VISUAL ARTS K-4: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #2

Plan and execute solutions to design problems.

ACTIVITY: BOX CARS

- Students will design a vehicle. Consider the varied uses of vehicles, such as automobiles, boats (all kinds), buses, planes, trains, trucks, futuristic vehicles, etc. They also discuss bumper cars, all-terrain vehicles, rafts, hot-air balloons, etc. Bring in model or toy vehicles to display. Students learn that "Form follows function" so they must decide:
  - What will their vehicle be used for?
  - Who and how many will use it? How old are they?
  - What does the vehicle need?
  - What will make it safe? (Develop through discussion.)
  - How will the exterior be designed?
- Students select from a variety of boxes, such as shoe boxes, cereal boxes, egg cartons, and appliance cartons (for group project). They also select from various media.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data
- 3.15 Apply problem-solving skills to design projects
- 5.1 Explain injury prevention
- 5.6, 5.7, 5.8 Identify common hazards, safety procedures, and rules

THINKING SKILLS:

- observe, decide, problem-solve, define, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science

Brunswick Acres School
Kendall Park

VISUAL ARTS 5-8: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATORS #2 & #3

Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response. (#2)

Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms. (#3)

ACTIVITY: ARTS ELEMENTS

- Students analyze the elements of art in two and three-dimensional art forms including their own work and the works of other students/artists.
- Orally or in writing, compare and contrast the varied use and results obtained by arts elements in two disparate art works. They consider different artists or styles of art for comparison. They describe how the elements are used to support the artist's intent or the specific effect achieved. They consider realistic, abstract, and/or nonrepresentational art forms.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.12 Interpret data
- 3.7 Conduct systematic observations
- 4.3 Evaluate accomplishments

THINKING SKILLS:

- decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (speaking)

VISUAL ARTS 5-8: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATORS #2 & #3

Demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level. (#2)

Create, produce, or perform works of dance, music, theater, or visual arts, individually and with others. (#3)

ACTIVITY: CHIAROSCURO

- Students observe works by Caravaggio, de Chirico, Rembrandt, Vermeer, Raphael, and Velazquez, with attention to rendering of form and light/dark areas. Use a student-model and a collection of props, e.g. hats, glasses, cloak etc. to create interest in the pose. The students render the subject in at least three tones, black to white utilizing black or gray paper and/or white/black/gray chalk, or pastels. Darken the room or use a dark area of the school such as the stage. Add lighting to create highlights.
- The students bring a white object to school; e.g., a flower, a shell, a white china cup, fabric, a white onion, etc., that can be added to a class-created still life. Encourage creative selection. Begin with one student who places the first object on a white surface, cloth or paper. One at a time, the students proceed to add their object, perhaps rearranging the others until all have placed their contribution to the still life. Develop through discussion, the differences in the whiteness of the objects. Some will be dove gray, pure white, ivory, off-white, etc. Determine if any part of the still life should be rearranged for balance, positive/negative, etc.
- Students will render the tones of the still life or a portion of it using white, light gray or off-white paper. Compare the drawings for three-dimensionality, space, form, and color as well as the angle of the student's perception.

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WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 4.5 Provide constructive criticism

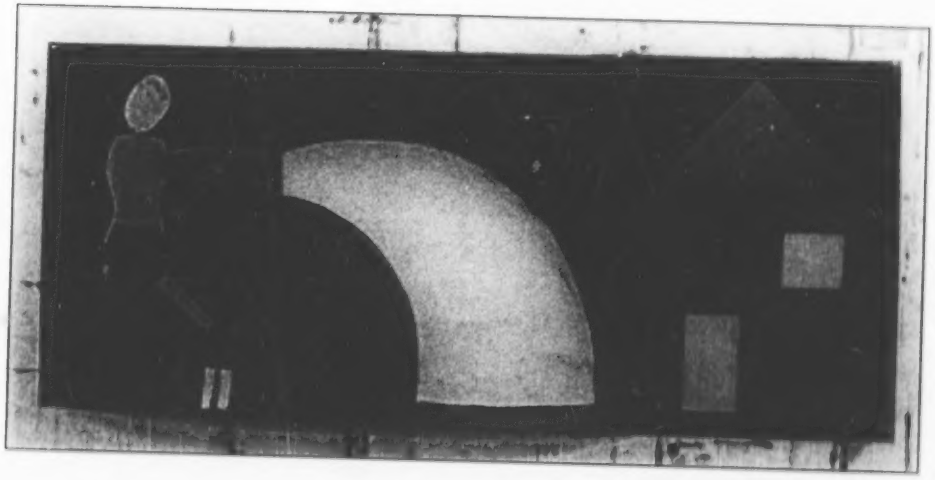
THINKING SKILLS:

- observe, perceive, transfer, select

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science (effects of light on color)

Montclair State University, Spring 1998



VISUAL ARTS 5-8: STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc. are the ingredients from which works of art are made.

PROGRESS INDICATOR #1

Demonstrate appropriate use of technology, tools, terminology, techniques and media in the creation of dance, music, theater, and visual arts.

ACTIVITY: FOOD FOR THOUGHT

- Food is often the inspiration for artistic effort. Presentation of "haute cuisine" is a commercial aspect of art akin to sculpture with color. Some contemporary artists have used sculpture to represent plain or fast food; others have provided comic relief with food as subject (a la Claes Oldenberg's work)—what one might call the "blue plate specials."
- Using technology and media, the students research a selected "food" theme as a subject for representation in clay. The assemblage of forms requires a wide variety of skills in hand building techniques and use of tools. The plate or platter can be wheel thrown. Alternately, another medium or process can be used for plates. For a successful product, timing and security of the work in progress must be self-monitored. Use glazes or mix paints to replicate the food colors on the kiln-fired clay.
- Alternatively, students try "wacky sandwiches" filled with unexpected items such as a frog, flowers, or pencils.
- The class creates a display in the cafeteria with "menu," place mats, and settings.

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Egg Harbor Township. Students operating an in school T.V. studio

WORKPLACE READINESS SKILLS:

- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.1 Set short and long term goals
- 4.9 Use time efficiently
- 5.4 Demonstrate safe use of equipment or tools
- 5.5 Identify and demonstrate use of safety and protective devices

THINKING SKILLS:

- observe, decide, evaluate, synthesize, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science

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VISUAL ARTS 5-8: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #2

Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

ACTIVITY: ART CRITIC

- Each student reports to the class, in the role of a professional art critic, on works of art that she/he has viewed at an art event: a student or community show, an ethnic/cultural festival, a museum, etc. Integrate art vocabulary. A good review includes the following criteria: a reproduction or photograph of the work, the handling of the elements of art, technical skill and technique, successful representation of the intent. Presentations should be timed.
- A videotape or audiotape of the review, allows for a "playback" and critique of the review.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 1.5 Identify transferable skills
- 2.3 Access and use technology
- 2.6 Access information
- 3.1 Define problem/clarify decisions
- 3.4 Identify and access resources
- 3.8 Organize, synthesize, and evaluate information
- 4.7 Describe roles people play
- 4.9 Use time efficiently

THINKING SKILLS:

- know, comprehend, analyze, synthesize, apply, imagine

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (speaking)

VISUAL ARTS 5-8: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #6

Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.

ACTIVITY: COSTUME MUSEUM

- Working in small groups, students select from a varied group of historical periods e.g., Victorian, the 1960s, Renaissance, or Medieval, to identify a fashion style or outfit from the period (for male or female). Each group researches the costume/style and reports on the social class, mores, and events of the time, etc., and how they contribute to style and design.
- Each group constructs a "boardwalk" (faceless, with oval cutout), life-size, standing image wearing the period costume, hairstyle, etc. Brainstorm solutions to design problems. For example, discuss the use of technology in re-creating the details of the costumes: overhead enlargements, copy machine for repetitive pattern, computer-generated parts, addition of collage materials, etc. The images can be used to produce photographs of students in the costumes by adding their faces to these constructions. Use heavy appliance-box cardboard or lightweight wood.
- Display the above as a Costume Museum. Discuss museum-related careers such as fashion/costume designer, fashion historian, historical films consultant, museum docent, and photographer. If added to, annually, the museum will grow to serve other educational needs. Display the exhibits in other schools or in the community.

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Egg Harbor Township Middle School.
Anchors on their own T.V. show (cable)

WORKPLACE READINESS SKILLS:

- 1.3 Identify career interests
- 1.5 Identify transferable skills
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.8 Organize, synthesize, and evaluate information
- 3.15 Apply problem-solving skills to design projects
- 4.10 Apply study skills
- 4.2 Work cooperatively

THINKING SKILLS:

- know, apply, decide, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Arts 1.3
- Social Studies

VISUAL ARTS 5-8: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #1

Identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

ACTIVITY: LANDSCAPE

- Before designing a 3-D model of their ideal backyard, students consider the site and its size, terrain, orientation to sun/shade, uses, and what should be included: pool, deck, gazebo, fencing, lighting, and/or sports or game courts. Students determine local laws relating to such items as permits and approvals, and safety requirements. They identify plantings, flower gardens, etc. They prepare several sketches. Their final plan on paper includes notations as to what permits and approvals are required.
- Finally, the students construct a 3-D model to scale using a variety of materials. Identify software, magazines, and community resources that would assist in this project.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data
- 3.15 Apply problem-solving skills to design projects
- 5.1 Explain injury prevention
- 5.6, 5.7, 5.8 Identify common hazards, safety procedures, and rules

THINKING SKILLS:

- research, observe, decide, problem solve, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Science
- Social Studies

VISUAL ARTS 9-12: STANDARD 1.1

All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.

DESCRIPTIVE STATEMENT

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual arts enhances these abilities.

PROGRESS INDICATOR #1

Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

ACTIVITY: ART MANIFESTO

- Before creating a "public work of art," students survey a sampling of community members to determine their beliefs/feelings toward a sampling of subjects and aesthetic qualities for a community work of art. They also ask them what purpose the art work should serve, where it should be exhibited, and therefore what size it should be. Students write an art manifesto (a public declaration of intentions, opinions, objectives, or motives) that reflects the artists' and the community's aesthetic view/philosophy/aesthetic values.
- They use the survey results to design the art work (2-D or 3-D). Upon completion of the design replica, they determine if the artistic elements created the predetermined aesthetic qualities and effect.

WORKPLACE READINESS SKILLS:

- 3.1 Define problem/clarify decisions
- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.12 Interpret data
- 4.3 Evaluate own actions and accomplishments

THINKING SKILLS:

- analyze, decide, recommend

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (speaking, writing, interviewing)

VISUAL ARTS 9-12: STANDARD 1.2

All students will refine perceptual, physical, and technical skills through creating dance, music, theater, and/or visual arts.

DESCRIPTIVE STATEMENT

Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

PROGRESS INDICATOR #4

Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

VISUAL ARTS ACTIVITY: CREATIVITY AND ABSTRACTION

- In this activity, each student produces a series of works related to one subject.
- The first assignment in the series is the completion of a creative, realistic rendering of a subject. The students should make any further decisions regarding how this task is accomplished. (It's the marriage of realism and creativity, plus the decision-making process that the students must struggle with.)
- The second in the series should abstract the form of the subject in some way-its line, shape, colors, its place or experience in its existence.
- The third abstraction should give the appearance of being nonrepresentational.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.12 Interpret data

THINKING SKILLS:

- observe, perceive, create, select

LINKS TO OTHER STANDARDS & SUBJECTS:

- Depends on student's choice of subject. See related vignettes on next page.

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EXAMPLE:

Students, given an apple as their subject, produced boring compositions of red whole apples—as were handed to them. They were told their drawings did not fulfill the "creative" part of the assignment. In return they complained that the teacher was not telling them what she wanted them to do. "No," said the teacher,"you are not doing what I asked you to do." One student, in frustration, took a bite from the apple. "Aha!" said the teacher. "Ah!" said the student as he erased the rounded edge and penciled teeth marks on the drawing. The others caught on and produced realistic renderings of apples: with curled peel, disassembled and reorganized, and cut crosswise with the interior structural design showing. Some were later baked with the crosscut design on the top crust, candied and placed in a student-designed display box. Illustrations could include the mythologies of Johnny Appleseed, the symbol of the matriarchal religions, the poisoned apple of the wicked witch, sculpted from clay with the serpent plunging out and entitled, "The Garden of Eden."

EXAMPLE:

A student's rendering of a pheasant as subject produced the iridescent colors. While contemplating the beauty of the bird's feathers, the student realized that this bird's beautiful feathers did not compensate for its awkward shape and poor flying capability. The first abstraction produced was a collage that expressed the fragility of this bird's existence. Weather, the hunter, and forest fire made it vulnerable. Burnt paper was part of the media used to express the violence in nature that threatens its life. Another abstraction was a large, strong bird soaring over city and countryside with the words, "I'd rather have strong wings than fine feathers." The final work was a linear, abstract expression of "Flight on Wing and Wind."

VISUAL ARTS 9-12:
STANDARD 1.3

All students will utilize arts elements and arts media to produce artistic products and performances.

DESCRIPTIVE STATEMENT

In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc. are the ingredients from which works of art are made.

PROGRESS INDICATOR #3

Demonstrate an understanding of technology, methods, materials and creative processes commonly used in visual arts.

ACTIVITY: PORTRAITS WITH FEELING

- Using a mirror to draw a self-portrait, or a partner/model, students complete a series of portraits depicting several emotional states in facial drawings. These various emotional expressions may be subtle or strong. Use several facial angles. See page 5 for helpful hints on learning to do portraiture.
- Students select one of the portraits and abstractly apply a color (e.g., some associate red and black with anger, yellow might be chosen to represent a glowing happiness, etc.). Selections and volume of color are personal choices.
- Students select a second portrait portraying a different emotion. They add a body to the drawing that depicts, through body language, the same emotional state as the face. (The body might be done cartoon-like.)
- Students exhibit their work and compare/contrast the same emotions and dissimilar ones for the use of line, color, space, etc.

WORKPLACE READINESS SKILLS:

- 3.2 Use models and observations
- 3.9 Identify patterns
- 3.11 Identify/evaluate solutions
- 4.2 Work cooperatively

THINKING SKILLS:

- concentration/focus, attention to detail, hand/eye coordination, select, solve problems

LINKS TO OTHER STANDARDS & SUBJECTS:

- Social Studies (psychology)

VISUAL ARTS 9-12: STANDARD 1.4

All students will demonstrate knowledge of the process of critique.

DESCRIPTIVE STATEMENT

Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

PROGRESS INDICATOR #3

Evaluate and interpret works of art orally and in writing, using appropriate terminology.

ACTIVITY: EVALUATING THE CRITICS

- Students view the works of a specific artist and analyze the use and composition of the elements, technique, technology, and intent of the artist. In the analysis, they include the individual influences that impacted the work of the artist.
- Students, using the Internet, library, and/or media center, review published professional criticisms of the artist's work. They express their own agreements and/or disagreements with the view of the professional critics and identify any biases/inflammatory language in the professional criticisms.
- Based upon the students' critiques, the class isolates the factors analyzed and develops a rubric (using word-processing tools) for analyzing and critiquing their own work. For example the students isolate the elements by discussing the use of positive/negative space, color, texture, technical skill, technology, composition, visual perspective, etc.

WORKPLACE READINESS SKILLS:

- 1.1 Demonstrate employability skills and work habits
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.5 Use library media center
- 3.10 Monitor own thinking

THINKING SKILLS:

- comprehend, analyze, compare/contrast, synthesize, apply

LINKS TO OTHER STANDARDS & SUBJECTS:

- Language Arts Literacy (writing, reading)

VISUAL ARTS 9-12: STANDARD 1.5

All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

DESCRIPTIVE STATEMENT

The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

PROGRESS INDICATOR #8

Demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events.

ACTIVITY: GENOCIDE & ARTISTIC EXPRESSION

- Students select and research the historical events of genocide, such as the European witch hunts, slavery, the Holocaust, Bosnia and "ethnic cleansing."
- Students prepare oral or written reports that include applicable economic and political causes and identify the "players" involved. The students include artistic representations (e.g., film, news film clips) of the event by artists of note and at least one of their own related art works. Students utilize the Internet, a library, a museum to collect information; the computer to prepare the art and a written draft; and other technology to reproduce the art/photos.
- The class exhibits the art works/reproductions as an historical time line.

WORKPLACE READINESS SKILLS:

- 2.5 Access information and communication systems
- 2.7 Use technology and other tools to solve problems
- 2.8 Use technology and other tools to produce products
- 3.2 Use models and observations
- 3.4 Identify and access resources
- 3.5 Use library media center
- 3.8 Organize, synthesize, and evaluate information
- 4.2 Work cooperatively
- 4.10 Apply study skills

THINKING SKILLS:

- know, apply, select, decide, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Social Studies

VISUAL ARTS 9-12: STANDARD 1.6

All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

DESCRIPTIVE STATEMENT

The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business, or community. Elements of design affect nearly all aspects of daily living.

PROGRESS INDICATOR #4

Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

ACTIVITY: INTERIOR DESIGN

- When redesigning a room in their home to make better use of space, provide more storage, and/or modernize, students begin with an in-scale floor plan. Using CAD if available, they choose a color plan starting with the larger area (floor/walls) and select the following items from magazines, other sources, their own samples, or models:
  - the furnishings;
  - fabric samples;
  - lighting; and
  - window treatments.
- Students create 2-D representations of the newly designed room with measurement notations to ensure safe/comfortable movement. They include swatches in their presentation.
- Students estimate the budget required to cover the cost of the renovation/redecorating. They provide a basis for the costs listed.
- Students define the reasons for keeping certain features and disposing of others. They identify changes made to the electrical, plumbing, and heat/air systems.

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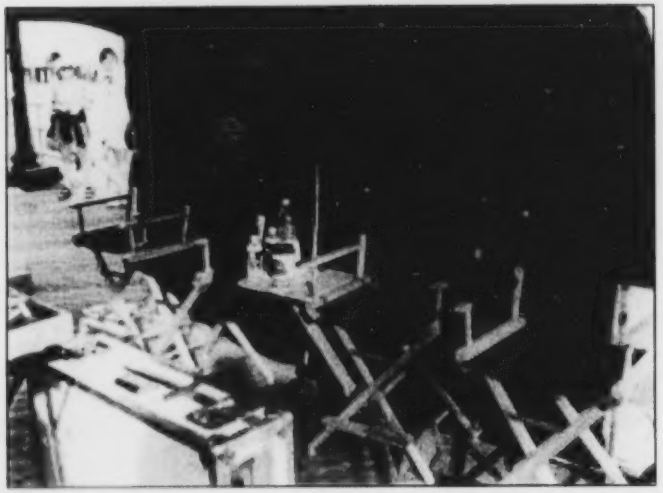
Lacey students in the background of the set of "Snake Eyes" in Atlantic City, NJ



WORKPLACE READINESS SKILLS:

- 1.12 Demonstrate consumer and other financial skills
- 2.0 Understand technological systems
- 3.1 Define problem/clarify decisions
- 3.7 Conduct systematic observations
- 3.8 Organize, synthesize, and evaluate information
- 3.11 Identify/evaluate alternative decisions
- 3.12 Interpret data
- 3.13 Select and apply solutions to problem solving and decision making
- 3.15 Apply problem-solving skills to design projects
- 5.3 Demonstrate safe physical movement

THINKING SKILLS:

- research, observe, decide, problem-solve, create

LINKS TO OTHER STANDARDS & SUBJECTS:

- Mathematics

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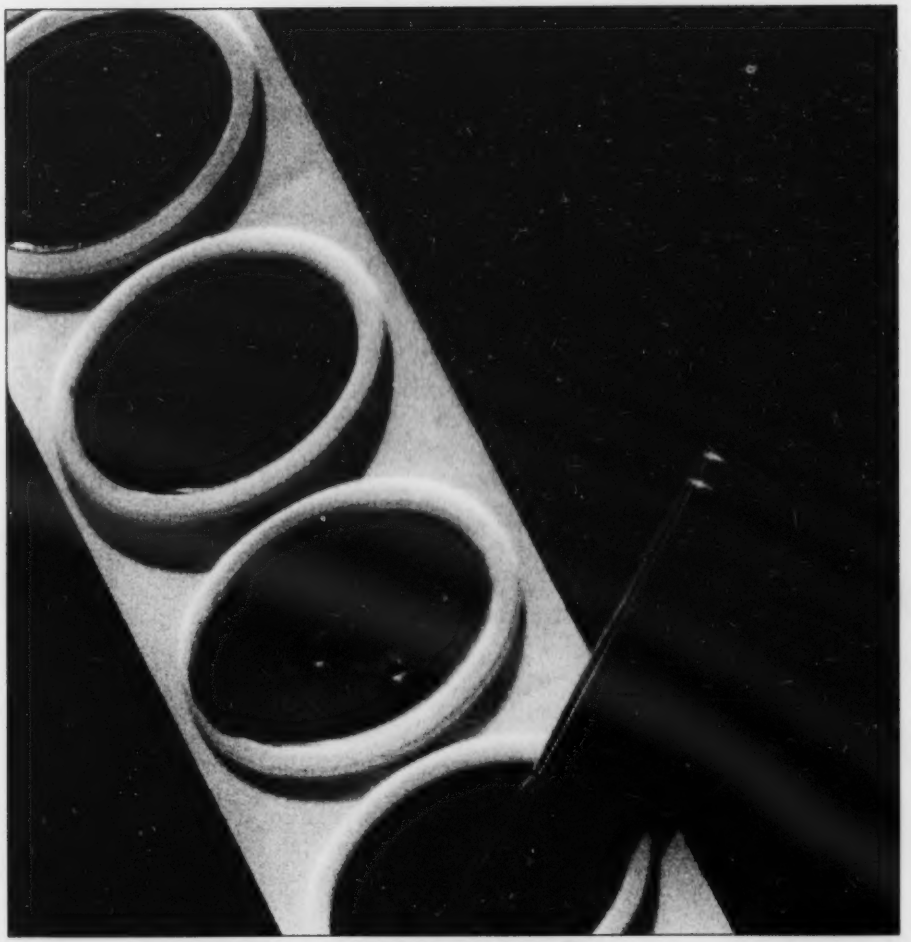
Chapter 4

DESIGN – THE ART OF WORK



Chapter 4

DESIGN – THE ART OF WORK

Design is purposeful and applied art. Designed things, events, and situations serve various purposes while using the vocabularies of art: material, color, texture, movement, rhythm, balance, etc.

"Designing," says Herbert Simon of Carnegie Mellon, "is devising courses of action aimed at changing existing situations into preferred ones." We design or "devise courses of action" in different ways.

According to Howard Gardner's "Multiple Intelligences," we design linguistically when we design a composition or poem; we design musically when we compose music; we design kinesthetically when we choreograph movement for a dance, parade, or football play.

Visual/spatial design is the most recognized form of design. This is the domain of artifacts, which can be as small as jewelry or as large as buildings or cities.

Purists may decry design's "commercial" nature, but this is why design is a significant art form. Its essence is not in museums, but in your home, the city's streets, everywhere. It's the art of the everyday world. It beautifies our environment, and makes it more functional and efficient.

Every person, every moment, everywhere is in the presence of design. Just breathing, we can inhale designed scents of candles, perfume, etc.

Before students begin to design, they need to have a task to accomplish using music, dance, theater, or visual arts. In music, they can compose a march, an advertisement, or birthday party. Ask them in how many ways and for what reasons such compositions differ.

Design infuses meaning and aesthetic sensibility into daily life, making the ordinary extraordinary.

1. **ANALYZE AND INVESTIGATE:**
Start with an examination of the task. Examine the need, opportunity, or problem. Whose needs will be served by the design project?

2. **FRAME A DESIGN BRIEF:**
Prepare a statement describing what the design/redesign should do and what constraints are imposed. This will keep the process on track.

3. **GATHER INFORMATION:**
Identify the influencing factors. What are the sizes, stresses, appearance, use, safety, ergonomic factors, cost, etc., that must be addressed to achieve a viable solution?

4. **GENERATE ALTERNATIVE SOLUTIONS:**
In technological problems there are no right or wrong answers—only good or bad solutions. To avoid bad solutions, the designer needs to look at many alternatives. This step calls for flexibility and creativity.

5. **CHOOSE THE SOLUTION:**
Choose from the alternatives the one solution that best satisfies the demands of the situation and the design brief. The designer should be able to defend the choice.

6. **DEVELOP THE SOLUTION:**
This step includes technical planning of procedures and resource planning. Develop models, sketches, and plans.

7. **CREATE A PROTOTYPE:**
Construct the product. Appearance now becomes important to "sell" the design idea or product.

8. **TEST AND EVALUATE:**
Test the solution against the requirements in the design brief and against the original task or problem. Address the need for improvements.

9. **REDESIGN AND IMPLEMENT:**
The evaluated solution may be reworked and retested-especially if the product is to be produced in quantity or put to actual use. The appearance of the product takes on greater importance.

Table 4.1

Aspects of Design

The various aspects of design provide a plethora of ideas for student activities.

DESIGN AWARENESS	DESIGN HISTORY	IDENTIFY PROBLEMS & OPPORTUNITIES	SOLVE PROBLEMS	DESIGN A PRODUCT
Adopt an unsightly site. Measure and develop a plan for re-creating it. What materials would you need? Cost it out.	Trace the history of the camera from inception to today. Report on scientific changes that evolved its design and capabilities.	Use your journal to list annoyances that you repeatedly encounter. Brainstorm solutions.	You need the sound of ocean waves as a sound effect for a play. You aren't near the ocean. List possible solutions and test them out.	Design a piece of jewelry that incorporates a symbol you design to represent an aspect of your character or personality.
Create a catalog of different designs of appliances, chairs, windows, home entries, or other items/products.	Report on social changes that were produced by the automobile. Discuss design changes from its invention.	Write instructions for completing an art-related computer function. Have another student follow the instructions. Do you need to change the instructions?	Create a faux surface, e.g., make one surface appear to be something else: wood, cork, marble...	Create a prototype of a chair or other piece of furniture by manipulating found materials: cardboard, plastic, wood, paper-mache, etc.
Without looking, draw from memory the section of the classroom that is behind you. Then turn around and evaluate your accuracy.	Design a concert of music related to patriotism, U.S. history, or politics.	Someone tells you there is a "red herring" in a movie you saw. What do they mean? How does the red herring function?	Prepare several design ideas for creating an article of clothing from white and/or black trash bags. Generate ideas for accessories from found objects.	Create an article of clothing based on the design project directly to the left of this one. Accessorize. Hold a class fashion show.
Tour your school neighborhood. What would you like to change? How would you go about it?	Describe how the setting, props, fashion, and manners displayed in the play "1776" are different from today. How would a 1940s play be different?	Watch a movie (segment) three times. 1st just watch it. 2nd focus on the photography/special effects. 3rd listen to the sound.	You want to do a painting, but have no brushes. What 10 other things can you use to apply paint? Try them out. Which gave good results? Which didn't? Why?	Design and produce a percussion or strings instrument. Demonstrate by producing rhythmic sounds.

Table 4.2

Design Possibilities from the Environment

Broad themes extend the selection of opportunities for lessons in design.

Videotape or photograph a landmark building. Research its style, history, purpose, and construction materials.	Tape sounds in your environment. Use them in a musical composition. Identify musical pieces that do the same.	Study samples or photos of Ikebana (Japanese flower arranging). Students create their own Ikebana using weeds, wildflowers, etc.	Create a mini-landscape with a variety of natural textures and plants. Include a walkway, stone or wood fence, etc.	Draw a rose (or other flower) from four angles. Combine to create a composition or use a single drawing to create a pattern.	Adapt patterns and textures in nature for use in fabric or clothing design.
Adopt an unsightly site. Measure and develop a plan for re-creating it. What materials would you need. Cost it out.	Design a walking tour of interesting or historic places to see in your town.	Research "Fallingwater" and pool information for a presentation of this Frank Lloyd Wright design.	Collect pictures or models of boats and describe their functions related to the design. Design a boat.	Analyze the design features of English gardens and Japanese gardens.	Collect samples of natural fabrics/fibres. Contrast with synthetic fabric/fibres.
You have to design the interior of a yacht salon. What design problems exist? What kind of materials would you use?	Half of the students design a home for Alaska. The others design a home for Hawaii. What factors determine the design?	As a class project, design and build a prototype of a theater, restaurant, or shopping district for your town.	Visit Northlandz in Flemington, NJ (model trains/villages). Note the style differences in the eras represented.	Create a weaving, woven basket or macrame with reeds, grass, and other natural objects	Discuss the various uses of animal skins/feathers in fashion history. Provide illustrations.
You want to schedule a "play in the park." What elements must be considered to safely schedule this event?	Imagine the view from a window in your home or school is a painting and the window frame is the picture frame. Draw the "painting."	Design an "environment" for a retail store. Present the idea to the "owners." Produce several sketches.	Design a poster or postage stamp in support of preservation of natural resources or endangered species.	Design a stage set prototype of a cabin in a winter setting.	Choreograph a dance based on a weather change.
Visit a corporate park such as the Carnegie Center in Princeton. What purposes are served by the design of the open space?	Watch the movie "The Bear," and discuss its environmental message.	Research color theory and the psychological and physiological effects of color on humans. Include chromotherapy.	Visit "Grounds for Sculpture, " Hamilton, NJ. Report on landscape/stone and wood sculpture design.	Study kite designs and what enables them to fly. Create a kite and test it.	Describe the Bauhaus philosophy of design as it applies to interior environments.

Table 4.1

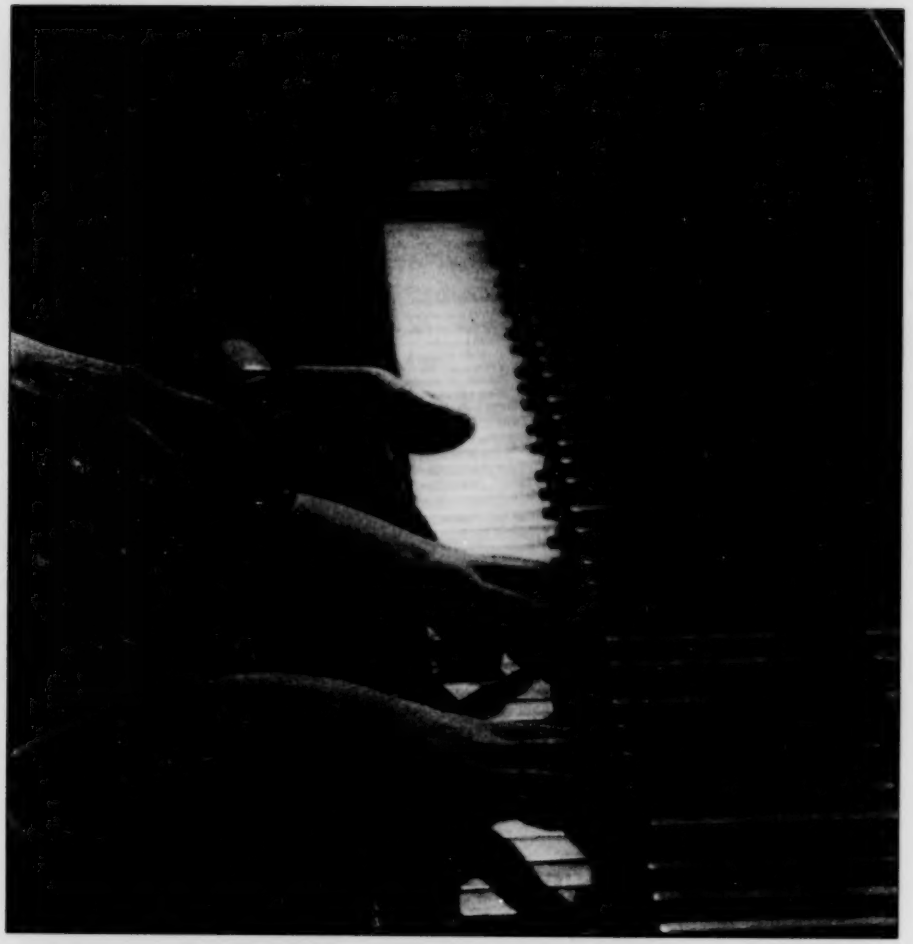
Aspects of Design

Potential design activities based on the theme "shelter."

List possible meanings of the word *shelter*. List places that might serve as shelter.	Create a replica of a shelter for: insects, birds, animals, people. Describe how the space and construction function.	Examine pictures of homes from various parts of the world. Create a replica. Identify its locale, historical period, design.	Research how technology and social change have influenced the structure of homes in the U.S. since the 1600s.	Preview an architect's blueprint and describe in words the floor plan and features of the house.
Use CAD to design an ideal 21st-century interior. Print and save design.	Divide class into architectural teams. Each student designs an interior for an individual with disabilities, e.g., who is blind, or deaf/hard of hearing.	Construct a foam board or cardboard (tabletop) facade in scale for a home of a specific style, Victorian, Italianate, American Foursquare, etc.	Discuss what makes a home more than a shelter.	Research various styles of furnishings: art deco, French Country, Early American, Modern, etc. Determine the primary characteristics and historical period of each.
Design a home for a different geographic site: near water, in snow country, etc.	Study multiple dwelling designs through ages or cultures.	Videotape a landmark. Research its style, history, construction materials, design.	Learn about modular design and create a living complex using modular construction.	Design a playhouse, store, or room from an appliance carton. Assemble several boxes to create a "complex" of rooms.
Develop a catalog of pictures (cut from magazines, etc.) of various porches, decks, window designs, window treatments, etc.	Design a pattern for a stencil. Use the stencil to create wallpaper, wall strips, curtain pattern, etc.	Research "Fallingwater." Pool the class's information and create a group consensus on this Frank Lloyd Wright design.	Collect pictures/models of yachts/ships. Identify design differences from land shelters.	Describe how technology has changed the shape of skyscrapers. Identify several famous skyscrapers by their shape.
Research the philosophy of Feng Shui.	Compare the interiors of a Japanese style home to an American home.	Create a mini-landscape using a variety of textures, plantings, bridges, a walkway, and a stone or wood fence.	Design furnishings for a boat. What materials can or can't you utilize? Design a houseboat.	Design a shelter for your pet.

Chapter 5

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS



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Chapter 5

INTRODUCTION TO INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS

In the interest of compliance with the Disabilities Act Amendments of 1997 and Section 504 of the Rehabilitation Act of 1973, adaptations for students with disabilities are suggested in this section.

In the interest of compliance with the "Implementation Issues" supporting the New Jersey Core Curriculum Content Standards adopted by the State Board of Education in May 1996, adaptations for exceptionally able (gifted) students are also included.

In the interest of serving the needs of students with limited English proficiency (LEP), adaptations for these students are also suggested in this section.

Instructional Adaptations for Students with Disabilities

The New Jersey Core Curriculum Content Standards and related curriculum frameworks are the focus of curriculum and instruction for all pupils. This population includes students with disabilities. In order to provide pupils with disabilities meaningful access to curriculum and instruction based on the content standards, adaptations may be required. The adaptations are not intended to compromise the content standards. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

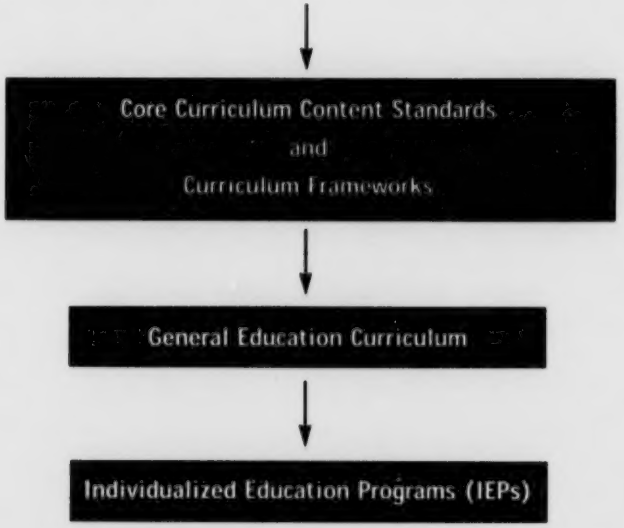

Figure 5.1 *- Relationship between the Standards and Frameworks, the General Education Curriculum, and IEPs*

Because students with disabilities are expected to participate in the general education curriculum, their individual education programs reflect the core content standards and the local school district's general education curriculum (see Figure 5.1).

Adaptations for Students with Disabilities

The Federal Requirements: The *Individuals with Disabilities Education Act (I.D.E.A.)* amendments of 1997 and *Section 504 of the Rehabilitation Act of 1973* guarantee students with disabilities the right to general education **program adaptations as specified in their Individual Education Programs (IEPs) or 504 plans**. The intent of these acts is to provide these students access to the general education program and curriculum.

The term **adaptation**, **in the context of the Visual and Performing Arts Framework**, is defined as: "any adjustment or modification to the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as *best practice*.

Participation in and benefit from Visual and Performing Arts: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.

Dance, music, theater, and visual arts require different forms of participation. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

Success for all is the goal. The following pages provide the types of adaptations that may be required and best-practice strategies that are generally applicable to the heightening of the special education student's access to the classroom, and to learning and success.

Students with Disabilities

Classroom Organization

Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students':

- attention
- comfort
- interaction
- peer/adult communication
- independence
- mobility

Examples:

Instructional Groups

- Cooperative groups
- Peer partners
- Buddy system
- Teams
- Common interest

Individual Support

- Assist physically
- Clarify
- Prompt/cue
- Gesture/signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus

Students with Disabilities

Classroom Organization *(continued)*

Examples:

Environmental Conditions

- Ventilation
- Temperature
- Sound
- Lighting
- Conference area
- Storage accessibility
- Labeled bins/cabinets

Safety

- Clear pathways
- Posted rules
- Labeling
- Distribution (materials)
- Directions
- Demonstrations
- Role assignments
- Timekeeping
- Health/chemical
- Equipment storage/use
- Prep/cleanup
- Emotional

Adaptive Equipment

- Pump bottles
- Revolving utensil holder
- Books on tape
- Directions on tape
- Tape Recorder
- Mallets/tools with foam handle
- Voice-activated recorder
- Personal computer
- PC Software, e.g., *Ultimate Reader (reads texts aloud on Internet)*
- Typography books (bas relief)
- Speech synthesizer
- Communication board
- Lap/drawing board
- Closed-captioned videos/monitor
- Braille
- Large print
- Low-vision equipment
- Talking watch/clock
- Calculator
- FM system

Instructional Presentation

Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply to a variety of activities and content. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction. The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process *(Instructional Preparation)*; structure and organize information *(Instructional Prompts)*; and foster understanding of new concepts and processes *(Instructional Applications)* during classroom activities.

PREPARATION		PROMPTS		APPLICATION	
Examples	***Purpose***	***Examples***	***Purpose***	***Examples***	***Purpose***
■ Relate to personal experience ■ Preview materials ■ Use organizing tools ■ Brainstorm/web ■ Use questioning techniques ■ Predict ■ Preteach vocabulary ■ Review strategy ■ Demonstrate ■ Illustrate ■ Use models ■ Provide mini-lesson	■ Increase interest ■ Understand objectives/goals ■ Grasp key concepts ■ Recall ■ Use prior knowledge ■ Focus	■ Graphic organizers ■ Semantic organizers ■ Outlines ■ Mnemonics ■ Analogies ■ Imagery ■ Color coding ■ Highlight/underline ■ Segment techniques and task analysis ■ Key words/labels ■ Repeat/clarify directions ■ Use cue cards, chalkboard, pictures overhead ■ Movement cues	■ Organize information ■ Understand whole/part relations ■ Associate and connect cues ■ Grasp essential concepts ■ Classify ■ Compare ■ Recall ■ Summarize	■ Hands-on activities ■ Constructions ■ Dramatization ■ Props/manipulatives ■ Illustrations ■ Flow charts ■ Field trips ■ Guest speakers ■ Interviews/surveys ■ Life applications ■ Process modeling ■ Think aloud ■ Games/puzzles ■ Simulations	■ Simplify abstractions ■ Give concrete examples ■ Elaborate ■ Connect ■ Associate ■ Relate to experience ■ Generalize ■ Use multiple modalities

Instructional Monitoring

Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.

MONITORING	
Examples	*Purpose*
■ Goal setting	■ Periodic check for understanding
■ Anecdotal recording	■ Progress checks
■ Progress graphs	■ Redirect attention
■ Checklists/rubrics	■ Direct on-task behavior
■ Timelines	■ Promote participation
■ Journal entries	■ Student goal setting
■ Portfolios	■ Reinforcement
■ Videos	■ Manage student behavior
■ Audio tapes	■ Self critique
■ Conferences	
■ Peer/critiques	
■ Student contracts	
■ Systematic assessment	

Student Response

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Visual and Performing Arts Curriculum Framework activities.

RESPONSE PROCEDURES	RESPONSE FORMATS	
Examples	*Through the Arts*	*Standard*
■ Extend time ■ Provide practice exercises ■ interpret/interpreter ■ Use preferred response mode *(written, dictated, or oral)*	■ Draw/paint ■ Keep beat with feet ■ Tonal/rhythmic ■ Pantomime ■ Improvisation ■ Imitation ■ Sing ■ Dance ■ Act/body language ■ Expressive voice ■ Performance ■ Complete project	■ Offer oral/written options ■ Maintain eye contact ■ Demonstrate ■ Peer-teach ■ Discuss ■ Make observations ■ Provide choices to students

Chapter 5

INSTRUCTIONAL ADAPTATIONS FOR EXCEPTIONALLY ABLE STUDENTS

Gifted and Talented

Introduction to Exceptionally Able Students

This section offers assistance to schools for developing adaptations for exceptionally able students. The *New Jersey Core Curriculum Content Standards* were adopted by the State Board of Education in May 1996. Required adaptations for exceptionally able students are supported by the section titled, "Implementation Issues," which states that "we must provide all students with appropriate challenges so that the raised expectations for all students do not result in lowered expectations for the exceptionally able."

Additionally, New Jersey Administrative Code, NJAC 6.8-2.5(a)4 requires that "the district make provisions for identifying pupils with gifted and talented abilities and for providing them with an educational program and services."

Documentation Activities are also required: These would include written identification process; lesson plans; classroom observations; and staff interviews.

Suggestions are offered in the following categories:

1. **Identification process**
2. **Adaptation strategies**
3. **Educational planning**

Process for Identification of Exceptionally Able Students

The exceptionally able/gifted students are those who:

- Demonstrate a high degree of intellectual, creative, and/or artistic ability(ies);
- Possess exceptional leadership skills;
- Excel in specific fields;
- Function above grade level; and
- Need accommodation or special instruction and/or services to achieve at levels commensurate with a challenge to his/her abilities.

Characteristics of exceptionally able students include, but are not limited to, the following:

- Ability to grasp concepts rapidly and/or intuitively;
- Intense curiosity about principles and how things work;
- Ability to generate theories and hypotheses and pursue methods of inquiry;
- Produce products that express insight, creativity, and/or excellence; and
- Pose questions beyond those presented in the *Core Curriculum Content Standards.*

The process of identification is ongoing: Students are continuously entering and exiting school districts. Fluidity should be maintained as students' needs change each year. Identification and appropriate educational challenges should be initiated in kindergarten and reviewed annually through Grade 12. Identification practices should be in place at the time of school enrollment. When a separate or pullout program is maintained, selection of nominees should be determined by a committee of at least three to five individuals to maintain a fair and democratic process.

The identification process should reasonably identify 3% to 5% of the school population through multiple criteria:

- Aptitude discovered through testing, special projects, teacher observation, student interest, and motivation, state or national standardized assessments;
- Teacher recommendation; and
- Self, peer, and/or parent nomination.

Adaptations for Exceptionally Able Students

Curricular adaptations, also referred to as *differentiating the curriculum*, refers to appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence;
- advanced, accelerated, or compacted content;
- abstract and advanced higher-level thinking;
- allowance for individual student interests;
- assignments geared to development in areas of affect, creativity, cognition, and research skills;
- complex, in-depth assignments;
- diverse enrichment that broadens learning;
- variety in types of resources;
- community involvement;
- cultural diversity; and
- internship, mentorship, and other forms of apprenticeship.

Adaptation categories include the following:

- acceleration;
- enrichment; and
- grouping.

The next several pages identify a variety of adaptive efforts within these categories.

ACCELERATION involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

- **FLEXIBLE PACING:** Assignment to classes should be based on the ability to be challenged and handle the work, not age discriminatory.
- **CONTENT ACCELERATION:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.
- **EARLY ENTRANCE TO SCHOOL:** Eligibility should be evaluated in terms of the following: (1) degree of advancement in relation to peers; (2) number of areas of advanced achievement; (3) the student's self-concept. (The percentage of students attending one to three years of preschool has increased dramatically and should be considered.)
- **MULTI-AGE CLASSES:** Classes in which two or more grade levels are combined. Students can accelerate through self-pacing.
- **COMPACTING (also known as telescoping):** Refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.
- **COLLEGE COURSE WORK:** Qualified students take college courses for college credit while completing high school requirements (concurrent enrollment). College courses may be taken in the summer.
- **EARLY COLLEGE ADMISSION:** Once the standards for high school are met, early admission to college is an option. Students may leave high school early and enter college.
- **ADVANCED PLACEMENT:** The advanced placement program, administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

ENRICHMENT is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

- **ALTERNATE LEARNING ACTIVITIES/UNITS:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

- **INDEPENDENT STUDY:** Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.

- **ADVANCED THINKING PROCESSES:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.

- **GUEST SPEAKERS:** University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.

- **MENTORS/INTERNSHIPS:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.

- **ALTERNATE RESOURCES:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.

- **EXCHANGE PROGRAMS:** Students attend schools in a different community or country to enrich educational experiences.

GROUPING involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

- **SELF-CONTAINED CLASSES:** These classes enable exceptional students to be challenged in every area throughout the day and week, to be stimulated by their intellectual peers, and to have guidance from teachers with experience in a sequential, integrated curriculum for the exceptionally able.

- **PULLOUT PROGRAMS:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.

- **CLUSTER GROUPING IN THE REGULAR CLASSROOM:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.

- **CLUSTER SCHEDULING:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing, less drill, greater depth and breadth.

- **HONORS AND ENRICHED CLASSES:** These classes provide opportunities for practicing higher level thinking skills, creativity, and exploration of in-depth course content.

- **SEMINARS:** These are aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest. Seminars provide interaction with specialists who can give guidance in specific areas.

- **RESOURCE CENTERS:** A district can establish a resource center available to all students but reserve it at times for exceptionally able students from a broader geographical area (e.g., interdistrict or countywide).

Chapter 5

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Introduction to Students with Limited English Proficiency (LEP)

Students with limited English proficiency (LEP) come to school with diverse linguistic and cultural backgrounds. They bring differences in physical, social, and intellectual abilities. Some are refugees who have experienced traumatic hardships. Learning a language means learning to speak, listen, read, and write with clarity and understanding, all of which rely upon thinking in a new language. The students' level of literacy in their first language and their prior mastery of the subject must be factored in. The task is daunting for the students. The number of LEP students is increasing, and familiarity with the strategies on the following pages will help to smooth the way for teacher and learner. When adaptations are not provided, instruction will not be effective and the student will not benefit.

The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students' ability to understand is increased. Two factors will influence the student's ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher's messages.

The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound "fluent" in a social setting but have difficulty with "academic" language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.

The following pages include specific recommendations for teachers to incorporate in their strategies. They are presented to ease the task of teaching content and skills to these students and to facilitate student learning.

ADAPTATIONS FOR LEP STUDENTS

PREPARE FOR THE STUDENT

1. Learn the student's background.
2. Work with the ESL/bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit.
3. Plan a lesson that is culturally and linguistically appropriate.
4. Create flexible small groups based on interests, need, or ability.
5. Give clear, simple directions.
6. Have students retell in their own words before attempting the task.
7. Lead the lesson with the bilingual teacher providing background, examples, or other support to the lesson.
8. Allow bilingual teacher to reiterate key concepts in simple English or student's first language.
9. Reorganize/reinforce information.
10. Provide bilingual resources.

PREPARE INSTRUCTION

1. Eliminate peripheral information.
2. Be clear and concise.
3. Translate abstract to concrete.
4. Consult ESL/bilingual teacher for guidance.
5. Build background information with:
   - Brainstorming;
   - Semantic webbing;
   - Maps, graphics, photos, illustrations; and
   - Videos, film.
6. Use KWL chart: Students consider what they:
   - **K**now
   - **W**ant to learn
   - **L**earned
7. Slowly expand the amount of material to be learned.

TEACHING STRATEGIES

1. Simplify vocabulary/sentence structure.
2. Provide concrete examples with hands-on activities.
3. Elaborate understanding using "thinking aloud" and demonstrations.
4. Emphasize key words and phrases; use intonation and repetition.
5. Build associations/connections between the new and known.
6. Use variety when presenting materials: oral, visual, graphic, etc.
7. Elaborate on figurative language, idiomatic expressions.
8. Summarize on the chalkboard or with transparencies as you speak and model.

ENHANCE VOCABULARY	PREPARE INSTRUCTION
1. Start a picture dictionary or file. 2. Teach vocabulary appropriate to a given subject before content. 3. Report/reinforce/review vocabulary during content activities. 4. Label objects in the room. 5. Tape vocabulary words in context for sound recognition. 6. Use real objects with words where possible. 7. Encourage dictionary use for word meaning.	1. Maintain consistent classroom procedures/routines for prediction and comfort level. 2. Use verbal and nonverbal communications to communicate expectations. 3. Share routine expectations such as checking homework or going to the office for a late slip upon arrival. 4. Assign buddies/peer tutors to assist with acclimation to the school and school routines.

TEACHING STRATEGIES

■ Graphic organizers ■ Posters ■ Games ■ Puzzles	■ Labeling ■ Simulations ■ Student-made flash cards	■ Vocabulary ■ Word banks ■ Charts ■ Graphs ■ Surveys ■ Interviews	■ Drawing/Illustrating ■ Student-made books ■ Language experience books	■ Response journals ■ Tape recordings ■ Role playing & drama

CHECK FOR STUDENT UNDERSTANDING

1. Check periodically.
2. Promote participation.
3. Check understanding of assignments, directions, instruction.
4. Use visual reviews with lists and charts.
5. Break task into sequential parts.
6. Help students learn to "think aloud."
7. Allow for translation time; questions need "wait time."
8. Rephrase for understanding.

QUESTIONING STRATEGIES

1. Use questions structured to the student's language level. Begin with yes/no questions.
2. Ask new student to point to a picture or word to demonstrate knowledge.
3. Use visual cues, ask simple yes/no questions, e.g., "Is this a pencil?"
4. Ask either/or questions where the answer is embedded in the question, e.g., "Is this a pencil or a crayon?"
5. Break complex questions into several steps, e.g., "Look at the picture. Point to the boy. Is he jumping?"
6. Avoid the negative when questioning.
7. Ask simply "how" and "why" questions that can be answered with a short phrase or sentence.
8. Do not require that students speak in full sentences until that level of proficiency is reached.
9. Tell the student in advance which question she/he will be responding to, thus allowing for "think" and response practice.

The following pages provide samples of adaptations of activities for limited English proficient students.

Samples of Adaptations for LEP Students

K-4 THEATER ACTIVITY "WHAT ARE YOU DOING HERE?" AND K-4 DANCE ACTIVITY "DANCE TALKS" *(See pages 89 & 32.)*

Need: Some languages are tonal in nature (e.g., Chinese and Vietnamese). For these students, English sounds like a monotone. Tonal meanings are lost to the student. Messages conveyed by gesture are culture/language specific. Nonverbal messages, including bodily or facial gestures, may convey no meaning, an insulting meaning, or the opposite of what was intended.

Solutions: Define the purpose of the lesson to teach gesture and tone as used in the United States. Contextual situations make meaning clearer. Reading themes focused on communication such as "The Boy Who Cried Wolf" would be helpful or use signs used to warn or inform.

Emphasize: Various elements of voice: tone, pitch, loudness, and inflection. Have students convey emotions such as excitement, fear, or suspicion, using facial gestures and body language. Emphasize the vocabulary used to describe the qualities of voice and delivery: e.g., fast, loud, deep, gesture, rhythm. Enunciation and clarity are more important than accent.

Presentation: Mix LEP students with native English speakers in groups. Record the variety of messages they can convey. Have one student express the message, and another provide the gesture. Summarize that *voice plus gesture conveys messages and feelings*. Students rehearse, in pairs or small groups, a variety of gestures for the same meanings and convert these gestures to dance movement; choreograph a dance phrase, then practice, and perform.

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5-8 DANCE: "WITH FEELING!" AND "MASTERWORKS 1" *(See pages 43 & 38)*

Need: Dance teachers consider that messages conveyed by gesture are culture/language specific. Just as dance differs from one culture to another, gestures differ in meaning. A gesture having no meaning for one may be read as highly offensive by another. The focus of the lesson needs to be clear. Depending on the dance, the focus may be to clarify the meaning of dance movement/gestures as used in the United States; or it may be movement with meanings from another culture. The students need to know which it is. The LEP student will gain more from a thematic approach with literary selections dealing with emotions, social studies topics such as discrimination or resistance, or science classes about natural disasters (earthquakes, volcanoes, etc.).

Presentation: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene. An extension of this activity continues on the next page.

Presentation: Show students two or three video clips of expressive dances. Ask individual students to critique the dancer's use of movement, shape, and energy as well as the musical selection depicting the emotion.

Suggested Masterworks Selections: View Michael Flatley (contemporary Irish Step Dance) or Chamroeun Yin (traditional Cambodian dance). Students compare/contrast use of hands, feet, speed, and space. Share findings and emotions felt from the dance. Use another contrasting pair of dance clips, "Rhythm of Resistance" (South African) and "One Hand Don't Clap" (calypso), for social studies connection. *(continued on next page)*

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9-12 VISUAL ARTS: "INTERIOR DESIGN" *(See page 140)*

Need: Students with limited English proficiency are also learning about United States culture. The notion of one's own bedroom may be an unfamiliar one. The idea of designing space reflects values common to our capitalistic and materialistic society. Sensitivity to differing values would suggest a modification of the activity; e.g., students can design a room for a function of their choice. The LEP student may be unfamiliar with style, pricing, and U.S. currency and may wish to design based on familiar styles and to use other resources. Flexibility as to mode of expression is essential. The activity will most benefit the student if it is combined in a thematic unit to include a math measurement, scientific strength of construction materials, etc.

Instructional Delivery: Introduce concept of "form follows function" using illustrations of similar function. A variety of living spaces may be presented:

A Japanese house	Form: *paper walls, minimal furniture*	Function: *multipurpose, unroll beds at night*
A Mongolian tent	Form: *hide*	Function: *movable protection*
Teenager's bedroom	Form: *generally wood, door, windows*	Function: *sleep, schoolwork, store clothing, personal items*

Check for understanding: Using a teacher-prepared form, students list the room's identified needs, keeping in mind the functions to be served: e.g., window treatments, electric outlets, type of flooring, wall coverings, or furnishings. Based on satisfying the functional needs, students develop a two-dimensional floor plan and sketches or collages to represent sections of the room. Students critique each other's work, based on the prepared form, for completeness, clarity, and basis for costs.

APPENDIX

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